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MALCOLM W. MINTZ

**BIKOL
GRAMMAR
NOTES**

BIKOL GRAMMAR NOTES

PALI LANGUAGE TEXTS: PHILIPPINES

(Pacific and Asian Linguistics Institute)

Howard P. McKaughan

Editor

BIKOL GRAMMAR NOTES

by

Malcolm W. Mintz

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PREFACE

The Bikol Grammar Notes presented here form a part of a basic Bikol language course. They are to be used as a companion volume to the Bikol Text also by Malcolm W. Mintz. Included also in the series for Bikol is a quite comprehensive dictionary which may be used as reference, but separate from a language course.

The Bikol materials in turn form a part of a larger series on six other Philippine languages, all developed by the Pacific and Asian Linguistics Institute of the University of Hawaii under a contract with Peace Corps (PC25-1507). It is the hope of the author of this volume and the editor of the series that many will be encouraged to learn Bikol through these materials.

Howard P. McKaughan
Editor

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I would particularly like to thank Celso Eleazar and Marilyn, Carlos and Jose Britanico who worked with me on all aspects of the text and notes from the time I arrived until the time I left eight months later.

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M. W. Mintz

BIKOL GRAMMAR NOTES

INTRODUCTION

These notes actually form a section of the total Bikol course in that they are grammar notes for reference and are cited in the lessons. The lessons do not contain grammar notes because of this.

This volume consists of three parts: (1) basic sentence structure, (2) additions to the basic structure, and (3) advanced grammatical forms (additional affix series).

Part I of the notes is intended as a unit to be used in its entirety. It is arranged so that each succeeding section is based upon the section that comes before it. Parts II and III, on the other hand, may be used without reference to what precedes or follows a given structure. The first four units of the lessons contain many references to Part II of the notes. The next three units (V-VII) have references to Part III of these notes.

As a part of a basic Bikol course, grammar sessions should be scheduled at appropriate intervals either in addition to the time taken for the lessons, or in place of one of the daily lessons. Part I should be covered by the completion of Unit III of the lessons. The depth to which the grammar is explored depends upon the needs and desires of each individual class, and upon the teacher. Part I is written so that the teacher may choose only brief explanations and move on, or may continue on into more difficult examples and formulas.

Part I THE BASIC SENTENCE STRUCTURE

PART I THE BASIC SENTENCE STRUCTURE

Part I of these notes contains a description of grammatical marker classes, their selection and translation into English; verb classes and tense forms; personal and demonstrative pronouns; adjective, verb, noun, possessive, modifying and time phrases; examples of two types of sentence patterns, equational and verbal; and grammatical rules for the basic phrase and the sentence. These elements are considered basic to the Bikol sentence structure.

MARKER CLASSES

Bikol has a set of three basic classes of grammatical markers: si, ni and ki; and one set that marks location: loc (locative).

Nouns and phrases that follow the si class marker are always the focus of attention in the sentence.

Nouns and phrases that follow the ni and the ki class markers are never the focus of attention in the sentence. They always play some subordinate role.

Nouns and phrases which follow the loc marker always indicate place or location.

The si Class Marker

The si class has three basic forms.

1. Si appears before proper names of animate nouns. (We will just call this 'names'.)

2. An appears before general nouns and phrases. (We will define a general noun as any noun that is not the proper name of something animate and we will refer to it as 'gen'.)

3. Si/su also appears before general nouns and phrases. The difference between an and si/su is that the noun or phrase following si/su has usually been specified in the context of the conversation, and the speakers know what the reference is.

Si/su is written in two ways: si and su, to indicate dialect usage. In the area to the south of Naga City and the area to the east called Partido, the su marker is used.

In Naga and the area to the north of it toward Manila, the si marker is used.

This grammar and the lessons which accompany it are based on the Naga dialect of Bikol and contain si not su. It must be remembered that when si is used in this context, it must not be confused with the si which marks 'names'.

Examples

si: Inapód ko si José.
 I called Jose.

Part I THE BASIC SENTENCE STRUCTURE

Nagpulí' si José'.
Jose went home.

an: Kinu'á mo an lápis?
Did you take a pencil?

Nagháli' an maéstro.
A teacher left.

si/su: Inapód mo si áki'?
Did you call the child?

Nagdigdí si súpervisor?
Did the supervisor come here?

The ni Class Marker

The ni class also has three basic forms.

1. Ni appears before names.

2. Nin appears before general nouns and phrases.

3. Kan also appears before general nouns and phrases. The difference between nin and kan is that the noun or phrase following kan has usually been specified in the context of the conversation and the speakers know what is being referred to.

Examples

ni: Inapód ka ni José.
Jose called you.

nin: Inapód akó nin maéstro.
A teacher called me.

kan: Inapód akó kan prinsipál.
The principal called me.

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The ki Class Marker

The ki class has three basic forms.

1. Ki appears before names.
2. Nin appears before general nouns and phrases.

3. Kan also appears before general nouns and phrases. The difference between nin and kan is that the noun or phrase following kan has usually been specified in the context of the conversation and the speakers know what the referent is.

The nin and kan forms which appear as part of the ki class are identical to the nin and kan forms which appear as part of the ni. class.

Examples

ki: Nagapód akó ki José.
I called Jose.

nin: Nagapód akó nin doktór.
I called a doctor.

Nagbakál akó nin tinápay.
I bought bread.

kan: Nagapód akó kan máyor.
I called the mayor.

Naggámit akó kan lápis.
I used the pencil.

The loc Class Marker

The loc class has two basic forms.

1. Ki appears before names.
2. Sa appears before general nouns and phrases.

The ki form which appears as part of the loc class is Identical to the ki form which appears as part of the ki class.

Examples

ki: Nagbakál akó kan lápis ki Cárlos.

Part I THE BASIC SENTENCE STRUCTURE

I bought the pencil from Carlos.

Binakál ko si lápis ki Cárlos.
I bought the pencil from Carlos.

Nagdará siyá nin bálpen ki Dáisy.
She brought a ballpen to Daisy.

Dinará niyá an bálpen ki Dáisy.
She brought a ballpen to Daisy.

Nagdumán akó ki Bíll.
I went to Bill's place.

sa: Nagbakál akó kan lápis sa sa'ód.
I bought the pencil in the market.

Binakál ko si lápis sa sa'ód.
I bought the pencil in the market.

Nagdará siyá nin bálpen sa áki'.
She brought a ball point pen to the child.

Dinará niyá an bálpen sa áki'.
She brought a ball point pen to the child.

Nagdumán akó sa Legázpi.
I went to Legazpi.

Nagháli' akó sa tindáhan.
I came from the store.

THE PERSONAL PRONOUNS

Bikol has four sets of personal pronouns, one set replacing names or animate nouns introduced by a marker of the si class; one set replacing names or animate nouns introduced by a marker of the ni class; one for the ki class; and one for the loc class.

The personal pronouns consist of a singular group: 1st, 2nd and 3rd person; a plural group: 1st, 2nd and 3rd person; a special inclusive pronoun which enables one speaker to speak for the whole group he is addressing, which we will call 'incl'; and a question pronoun corresponding generally to the English 'who', which we will call 'Q'.

In English the equivalents of 1st person, 2nd person, etc. are as follows.

Singular

1st person	I	me
2nd	you	you
3rd	he/she/it	him/her/it

Plural

1st person	we	us
2nd	you	you
3rd	they	them

<u>Inclusive</u>	we	us
------------------	----	----

Question

Q	who	whom
---	-----	------

We will first present all the pronouns in Bikol before we attempt to give the equivalent translation in English. We will refer to them as 1st person, 2nd person, etc.

si Class Pronouns

1st pr. sg.	akó
2nd	iká/ka
3rd	siyá

Part I THE BASIC SENTENCE STRUCTURE

1st pr. pl.	kamí
2nd	kamó
3rd	sindá
incl	kitá
Q	sí'isay

ni Class Pronouns

1st pr. sg.	ko
2nd	mo
3rd	niyá
1st pr. pl.	mi
2nd	nindó
3rd	nindá
incl	ta
Q	ní'isay

ki and loc Class Pronouns

1st pr. sg.	sakúya'/sakó'
2nd	saímo
3rd	saíya
1st pr. pl.	samúya'/samó'
2nd	saindó'
3rd	saindá
incl	satúya'/sató'
Q	kí'isay

Notes on the Pronoun Systems

1. iká/ka

Ka is the non-emphatic form of the 2nd pr. sg. si class pronoun.

It is used in verbal sentences where it is the actor.

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Nagapód ka?

Did you call?

Nagbakál ka nin gátas?

Did you buy milk?

It is also used in verbal sentences where it is the object or the receiver of the action.

Inapód ka ni José.

Jose called you.

Inapód ka niyá.

He called you.

Iká is the emphatic form of the 2nd pr. sg. si class pronoun.

It is used most commonly in equational sentences where it is the actor.

Iká an nagapód?

Was it you that called?

Iká an nagbakál nin gátas?

Were you the one who bought milk?

It is also used in equational sentences where it is the object or the receiver of the action.

Iká an inapód ni José.

You were the one that Jose called.

Iká an inapód niyá.

You were the one he called.

Part I THE BASIC SENTENCE STRUCTURE

We may also use iká in verbal sentences where it is the object or the receiver of the action.

Inapód ni Jose iká.

Jose called you.

Inapód mi iká.

We called you.

When we use iká in place of ka in a verbal sentence, then we use a different word order. Compare the following sentences:

Inapód ka ni José.

Inapód ni Jose iká.

The example inapód mi iká 'we called you' is one of the few common uses of iká in verbal sentences.

We cannot say inapód ka mi for 'we called you' because it too closely resembles inapód kami 'we were called'.

2. gender

There is no gender in the Bikol pronoun forms. In other words, these forms do not distinguish between masculine and feminine.

The Bikol 3rd person pronouns: siyá, niyá and saíya mean 'he', 'she' or 'it'.

3. sakúva'/sakó'

For the loc and the ki class markers, Bikol has a set of alternate pronouns. There is no difference in meaning. In general, the first set, sakúya', samúya' and satúya' is used in more formal situations and the second, sakó', samó' and sató', in situations which are less formal.

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4. taká

Bikol has a pronoun combination meaning 'I to you'. This special pronoun combines the first person singular of the ni class with the 2nd person singular of the si class.

In answer to the question:

Inapód mo akó?

Did you call me?

We say: Iyó. Inapód taká.

Yes. I called you.

Taká is then a combination of ko + iká.

5. The inclusive pronouns; kitá, ta and satúya'

English has only one form to express the concept 'we'. Bikol has two.

If a group consists of two parts, then the following conversation will probably take place.

Sa'ín kamó madumán?
Where are you going?

Madumán kamí sa Legázpi.
We are going to Legazpi.

Inapód nindó si Rómy?
Did you call Romy?

Iyó. Inapód mi siyá.
Yes. We called him.

Nagibá siyá saindó?
Did he go with you?

Iyó. Nagibá siyá samúya'.
Yes. He went with us.

Iinulí' niyá an lápis saindó?
Did he return a pencil to you?

Iyó. Iinulí' niyá itó samúya'.
Yes. He returned it to us.

If a group has no divisions, then each person can speak for the whole. He can speak for everyone present.

Sa'ín kitá madumán?
Where are we going?

Madumán kitá sa Legázpi.
We are going to Legazpi.

Inapód ta si Rómy?
Did we call Romy?

Iyó. Inapód ta siyá.
Yes. We called him.

Nagibá siyá satúya'?
Did he go with us?

Iyó. Nagibá siyá satúya'.
Yes. He went with us.

Part I THE BASIC SENTENCE STRUCTURE

Iinulí' niyá an lápis satúya'? Iyó. Iinulí' niyá itó satúya'.
Did he return the pencil to us? Yes. He returned it to us.

Kamí, mi and samúya' are usually called 'exclusive we' because they are used when a group consists of two or more mutually exclusive parts.

Kitá, ta and satúya' are usually called 'inclusive we' because when they are used, a group is considered a whole and one person can speak for all.

The word 'group' here can refer to two people, or to any number greater than two.

DEMONSTRATIVE PRONOUNS

Bikol has one set of pronouns which substitutes for si, ni and ki class phrases, and one set which substitutes for the loc phrase.

Pronouns Substituting for si, ni and ki Class Phrases

The set of pronouns which substitute for si, ni and ki class phrases consists of three words.

In English they may translate as a set of pronouns: one word corresponding to 'this' and two corresponding to 'that', or they may translate as a set of personal pronouns, 3rd person singular and plural:

him/her/it
they

him/her/it
them

There are no plural equivalents of the pronouns in Bikol. The Bikol word corresponding to 'this' in English, also corresponds to the English word 'these' and the two Bikol words corresponding to 'that' in English also corresponds to the word 'those'.

si Class Pronouns

iní
iyán
itó

this
that
that (indicating a distance
further away
from the speaker
than iyán)

ni Class Pronouns

kainí
kaiyán
kaitó

this
that
that (indicating a distance
farther away
from the speaker
that kaiyán)

ki Class Pronouns

Part I THE BASIC SENTENCE STRUCTURE

kainí	this
kaiyán	that
kaitó	that (indicating a distance farther away from the speaker than <u>kaiyán</u>)

The pronoun series for the ni and the ki classes are identical.

A Note on iyán/itó and kaiyán/kaitó

The forms iyán and itó as well as kaiyán and kaitó refer to 'that' in English. They also, in English, refer to the personal pronouns 3rd person singular and plural, and so may be translated 'he/she' or 'it' or 'they', or correspondingly 'him/her' or 'it' or 'them'.

The decision on whether to use iyán or itó and kaiyán or kaitó in Bikol is made on the basis of relative closeness to the speaker, either physical closeness or closeness in time.

Examples with iyán/itó, si class:

If we say:

Inapód mo si José?
Did you call Jose?

Nagdigdí si José?
Did Jose come here?

And Jose is not present at the time he is being talked about, then we answer:

Iyó. Inapód ko itó.
Yes. I called him.

Iyó. Nagdigdí itó.
Yes. He came.

If we say:

Binakál mo si lápis?
Did you buy the pencil?

And the pencil is not present at the time it is being referred to, then we say:

Iyó. Binakál ko itó.
Yes. I bought it.

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or Yes. I bought that.

If the pencil is present at the time it is being referred to, then we say:

	Iyó.	Binakál ko iyán.
	Yes.	I bought it.
or	Yes.	I bought that.

Iyán and itó are heard more frequently with reference to inanimate things (translated 'it' in English) than with reference to animate things (translated as 'he' or 'she' in English). For the latter we have the choice of either a demonstrative or a personal pronoun, but for the former we can only use a demonstrative pronoun.

For example, we can answer the question:

Inapód mo si José?	Nagdigdí si José?
Did you call Jose?	Did Jose come here?

with:

Iyó.	Inapód ko itó.	Iyó.	Nagdigdí itó.
Yes.	I called him.	Yes.	He came here.

or:

Iyó.	Inapód ko siyá.	Iyó.	Nagdigdí siyá.
Yes.	I called him.	Yes.	He came here.

But to the question:

Binakál mo si lápis?
Did you buy the pencil?

We can only say:

Iyó.	Binakál ko itó.
Yes.	I bought it.

Examples with kaiyán and kaitó, ni class:

Part I THE BASIC SENTENCE STRUCTURE

Inapód ka kan prinsipál?
Did the principal call you?

Iyó. Inapód akó kaitó.
Yes. She called me.

Inapód ka ni José?
Did Jose call you?

Iyó. Inapód akó kaitó.
Yes. He called me.

If Jose were still present at the time the question was being asked, then we might answer the above question:

Iyó. Inapód akó kaiyán.
Yes. He called me.

If we wished to use the personal pronouns, we might answer both questions:

Iyó. Inapód niyá akó.
Yes. He called me.

Examples with kaiyán/kaitó, ki class:

Nagapód ka ki Cárlos?
Did you call Carlos?

Iyó. Nagapód akó kaitó.
Yes. I called him.

Nagapód ka kan súper-bisor?
Did you call the supervisor?

Iyó. Nagapód akó kaitó.
Yes. I called him.

Nagbakál ka nin gátas?
Did you buy milk?

Iyó. Nagbakál akó kaitó.
Yes. I bought some.

If the supervisor was still present at the time the question was being asked, or the milk was still present at the time it was being talked about, we might also say:

Iyó. Nagapód akó kaiyán.
Yes. I called him.

Iyó. Nagbakal akó kaiyán.
Yes. I bought that.

If we wish, we may also use the personal pronouns to substitute for 'Carlos' and 'supervisor':

Iyó. Nagapód akó saíya.
Yes. I called him.

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A Note on iní and kainí

The information that we have presented for iyán/itó and kaiyán/kaitó applies as well to the series iní and kainí. The only difference is that iní and kainí translate as 'this' in English and refer to things that are in very close proximity to the speaker; so close, in fact, that the speaker is often holding or touching what he is referring to.

Examples with iní, si class:

Iní si Boy.

This is Boy.

Binakál ko iní.

I bought this.

Examples with kainí, ni class:

Inapód ka kainí?

Did this one call you?

Examples with kainí, ki class:

Nagapód ka kainí?

Did you call this one?

Nagbakál ka kainí?

Did you buy this?

A Note on iní/iyán and kainí/kaiyán

Because iní and kainí can be used only when the thing referred to is very close to the speaker, questions in which iní or kainí are used by one speaker are answered by statements in

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which another speaker uses iyán or kaiyán. This usage is very similar to the usage in English. When someone asks 'What is this?', we answer 'That is a ...'.

With si class:

Iní si Boy?	Iyó. Si Boy iyán.
Is this Boy?	Yes. That's Boy.

Binakál mo iní?	Iyó. Binakál ko iyán.
Did you buy this?	Yes. I bought that.

With ni class:

Inapód ka kainí?	Iyó. Inapód akó kaiyán.
Did this one call you?	Yes. That one called me.

With ki class:

Nagapód ka kainí?	Iyó. Nagapód akó kaiyán.
Did you call this one?	Yes. I called that one.

Nagbakál ka kainí?	Iyó. Nagbakál akó kaiyán.
Did you buy this?	Yes. I bought that.

Demonstrative Pronouns Substituting for the loc Phrase

The set of relative pronouns which substitutes for the locative phrase consists of three words.

One word corresponds to 'here' in English, and two words correspond to 'there'.

Unlike the demonstrative pronouns of the si, ni and ki class phrases which may also take the place of personal pronouns, the loc class demonstratives cannot. If we wish to refer to people, then we must use the set of personal pronouns of the loc class.

loc Class Demonstrative Pronouns

digdí	here
diyán	there

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dumán

there (indicating a distance
further than
diyán)

Examples referring to places:

Nagiistár akó digdí.

I live here.

Nagbakál akó nin lápis sa sa'ód.

Nagbakál akó nin lápis diyán.

I bought a pencil in the market.

I bought a pencil there.

Sinublí' ko an libró sa líbrary.

Sinublí' ko an libró diyán.

I borrowed a book from the library.

I borrowed a book from there.

Naglakáw akó sa Báao.

Naglakáw akó dumán.

I walked to Baao.

I walked there.

Háli' akó sa Dáet.

Háli' akó dumán.

I came from Daet.

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I came from there.

Examples referring to people:

Nagdará siyá nin bálpen sa áki’.

Nagdará siyá nin bálpen saíya.

He brought a ball point pen to the child.

He brought a ball point pen to him.

We cannot use digdí, diyán nor dumán when we refer to people. We must use the series of loc class personal pronouns.

VERB CLASSES

Bikol verbs may be transitive or intransitive. Intransitive verbs take one affix, mag-, which places the focus of attention in a sentence on the actor. Transitive verbs take two affixes. One of these affixes is mag- which as with intransitive verbs focuses attention on the actor. The second affix, which places the focus of attention on the object, may be either -on, i- or -an. Transitive verbs are classified by whether they take -on, i- or -an to focus attention on the object.

Transitive Verb Classes

-on: This, the largest class of bases, includes the following:

apód Apodón mo si José.
 Call Jose.

sublí' Subli'ón mo an bóla.
 Borrow a ball.

kakán Kakanón mo an batág.
 Eat a banana.

The affix -on places the focus of attention on the receiver of the action.

Subli'ón mo an bóla.
Borrow a ball.

The affix mag- places the focus of attention on the actor.

Nagsublí' si José kan bóla.
Jose borrowed the ball.

i-: Verb bases of this class often show an action away from the speaker.

ta'ó Ita'ó mo an bóla saíya.

Part I THE BASIC SENTENCE STRUCTURE

Give him a ball.

bugták Ibugták mo an lápís sa lámésa.
Put a pencil on the table.

hatód Ihatód mo siyá sa estasión.
Accompany him to the station.

The affix i- places the focus of attention on the receiver of the action.

Ibugták mo an libró mo sa lámésa.
Place your book on the table.

The affix mag- places the focus of attention on the actor.

Nagbugták si José kan libró ko sa lamesa.
Jose placed my book on the table.

-an: This includes the following:

ibá Ibahán mo si José.
Go with Jose.

será Serahán mo an puérta.
Close the door.

limpiá Limpiahán mo an kuárto ko.
Clean my room.

The affix -an places the focus of attention on the receiver of the action.

Limpiahán mo an kuárto ko.
Clean my room.

The affix mag- places the focus of attention on the actor.

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Naglimpiá akó kan kuárto ko.
I cleaned my room.

Intransitive Verb Class: mag-

pulí' Nagpulí' si José.
Jose went home.

luwás Nagluwás akó.
I went out.

digdí Nagdigdí si súpervisor.
The supervisor came here.

Very often intransitive verbs contain a transitive counterpart. Where this occurs, the affix i- is used to focus attention on the object.

luwás Iluwás mo an sílya.
Take out a chair.

Sí'isay an nagluwás kan sílya?
Who took the chair out?

TENSES

Bikol has three tenses: a past tense, a progressive tense which can show both present and habitual action, and a future tense. It also has what we might call a neutral form which indicates both the infinitive and a command.

Infinitive and Command

The infinitive command is formed by placing the affix indicating the verb class onto the base.

-on Class

apód	>	apodón
sublí'	>	sublí'ón
gíbo	>	gibóhon

i- Class

ta'ó	>	ita'ó
ulí'	>	iulí'

-an Class

hugas	>	hugásan
ibá	>	ibahán
imbitár	>	imbitarán

Stress Notes. When a suffix is added to the verb base, the stress on the base moves one syllable toward the end of the word.

apód	>	apodón
sublí'	>	sublí'ón
hugas	>	hugásan
imbitár	>	imbitarán

Note on Words Ending in a Vowel. When a verb base ends in a vowel, an h is added to the base before the suffix is attached.

gíbo	>	gibóhon
ibá	>	ibahán

BIKOL GRAMMAR NOTES

Future Tense

The future tense is made by taking the infinitive of each word class and by reduplicating the first syllable of the verb base. Reduplication of the first base syllable is symbolized as R-.

-on Class

apodón	>	áapodón
subli'ón	>	susubli'ón
gibóhon	>	gigibóhon

i- Class

íta'ó	>	itáta'ó
iúlí'	>	iúulí'

-an Class

hugásan	>	huhugásan
ibahán	>	íibahán
ímbitarán	>	íimbitarán

Past Tense

The past tense is formed by taking the infinitive form and (1) if the base begins with a vowel, prefixing the affix -in- to the base, or (2) if the base begins with a consonant, infixing the affix -in- between the first consonant and the first vowel of the base.

i- Class

íta'ó	>	itíta'ó
iúlí'	>	iínulí'

-an Class

hugásan	>	hinugásan
ibahán	>	ínibahán
ímbitarán	>	inímbitarán

-on Class

This class is an exception. When the past tense affix is added to the base, the suffix added to turn the verb base into an infinitive is removed and the stress returns to its normal position.

apodón	> (inapodon)	> inapód
subli'ón	> (sinubli'on)	> sinublí'

Part I THE BASIC SENTENCE STRUCTURE

gibóhon > (ginibohon) > giníbo

Progressive Tense

The progressive tense is formed by taking the future form of the verb and either prefixing or infixing (according to whether the base begins with a vowel or a consonant) the affix -in- within or before the reduplicated syllable.

i- Class

itáta'ó	>	itináta'ó
iúulí'	>	iinúulí'

-an Class

huhugásan	>	hínuhugásan
íibahán	>	iníibahán
ímbitarán	>	inímbitarán

-on Class

Here again, as with the past tense, when the -in- affix is added to form the progressive tense, the suffix -on is removed.

áapodón	> (inaapodon)	> ináapód
súsubli'ón	> (sinusubli'on)	> sinúsublí'
gibóhon	> (ginigibohon)	> gínigíbo

Tense of Bases Taking the Affix mag-

Infinitive/Command. The prefix mag- is added to the base.

apód	>	magapód
ta'ó	>	magta'ó
húgas	>	maghúgas
pulí'	>	magpulí'

Future Tense. For the future the prefix mā- is added to the base. (The macron above the a indicates that it is a long vowel, and so in speaking will have a longer sound duration than other a's in the language. In writing, however, the long a symbol is dropped, and the prefix appears ma.)

apód	>	māapód
ta'ó	>	māta'ó

BIKOL GRAMMAR NOTES

húgas	>	māhúgas
pulí'	>	māpulí'

Past Tense. For the past tense, the prefix nag- is added to the base.

apód	>	nágapód
ta'ó	>	nágtata'ó
húgas	>	naghúgas
pulí'	>	nágpulí'

Progressive Tense. For the progressive tense, reduplicate the first syllable of the verb base and add the prefix nag-.

apód	>	áapód	>	nagáapód
ta'ó	>	táata'ó	>	nagtáata'ó
húgas	>	huhúgas	>	naghuhúgas
pulí'	>	púpulí'	>	nagpúpulí'

Stress Notes. Bikol verbs when prefixed receive a primary stress on every second syllable counting toward the front of the word from the stress indicated in the base.

ta'ó	>	íta'ó
	>	itáata'ó
	>	ítinata'ó

apód	>	nagáapód
sublí'	>	nagsúsublí'
ta'ó	>	nagtáata'ó

húgas	>	naghuhúgas
gíbo	>	nággigíbo

When the verb bases receive both prefixes and suffixes, the stress on the prefixed element is always determined by the basic stress on the verb base before it is effected by any suffixed element.

apód	>	(áapód)	>	áapodón
sublí'	>	(súsublí')	>	súsublí'ón

Part I THE BASIC SENTENCE STRUCTURE

If the prefixed elements do not make a total of at least two syllables appearing before the stress on the verb base, then no extra stress appears.

húgas	> (huhúgas)	> huhugásan
gíbo	> (gigíbo)	> gigibóhon

SELECTION OF SI, NI AND KI CLASS MARKERS

The selection of marker classes that follow verbs is controlled by the affix which is chosen for the verb base.

If the verb is transitive, then there is the possibility that two marker classes will be chosen following the verb.

If the verb is intransitive, then there can be only one class chosen.

For Transitive Verb Bases

If the affix chosen for the verb base is either -on, i- or -an, then if two marker classes follow, one marker must be selected from the si class and one must be selected from the ni class.

If the affix chosen for the verb base is mag- and two marker classes follow, then one marker must be selected from the si class and one must be selected from the ki class.

For Intransitive Verb Bases

If the verb base is intransitive, then the verb affix is mag- and the one marker chosen in a following phrase is from the si class.

Examples

Transitive Verb Bases with -on, i-, -an

-on: Inapód ko si José.
 I called Jose.

Verb affix:	<u>-on</u> class
Verb base:	apod
<u>ni</u> class:	ko
<u>si</u> class:	si Jose

i-: Iinulí' ko an libró.
 I returned a book.

Verb affix:	<u>i-</u> class
Verb base:	ulí'
<u>ni</u> class:	mo
<u>si</u> class:	an libró

Part I THE BASIC SENTENCE STRUCTURE

-an: Inibahán siyá ni José.
Jose went with him.

Verb affix:	<u>-an</u> class
Verb base:	iba
<u>ni</u> class:	ni José
<u>si</u> class:	siyá

Transitive Verb Bases with mag-

mag-, -on: Nagapód akó ki José.
I called Jose.

Verb affix:	<u>mag-</u> class
Verb base:	apod
<u>ki</u> class:	ki José
<u>si</u> class:	akó

mag-, i-: Nagulí' akó nin libró.
I returned a book.

Verb affix:	<u>mag-</u> class
Verb base:	ulí'
<u>ki</u> class:	nin libró
<u>si</u> class:	akó

mag-, -an: Nagibá si José saíya.
Jose went with him.

Verb affix:	<u>mag-</u> class
Verb base:	ibá
<u>ki</u> class:	saíya
<u>si</u> class:	si José

Intransitive Verb Bases

mag-: Nagluwás akó.
I went out.

Verb affix:	<u>mag-</u> class
Verb base:	luwás
<u>si</u> class:	akó

TRANSLATION OF SI, NI AND KI CLASS PHRASES INTO ENGLISH

For Sentences With an Intransitive Verb Base

For sentences with an intransitive verb base only one focus marker is chosen: the si class. The translation of the phrases and pronouns in that class is as follows:

Nouns:

Si José	Jose
An maestro	A teacher
Si/su maestro	The teacher

Pronouns:

1st pr. sg.	ako'	I
2nd	iká/ka	you
3rd	siyá	he/she/it
1st pr. pl.	kamí	we
2nd	kamó	you
3rd	sindá	they
incl	kitá	we
Q	sí'isay	who

For Sentences With a Transitive Verb Base

For sentences with a transitive verb base two markers are chosen.

If the affix chosen for the verb base is either -on, i- or -an, then the two classes chosen are si and ni.

If the affix chosen for the base is mag- then the two classes chosen are si and ki.

Si and ni Class Markers: Noun Phrases

When we are dealing with the markers si and ni in a sentence, then the translation into English for any one of the phrases is dependent upon the translation given to the other.

Part I THE BASIC SENTENCE STRUCTURE

Example One:

Inapód si José ni Rómy.

Inapód si José nin maestro.

First alternative:

Si Jose must be translated as 'Jose'. If we translate ni Romy as 'by Romy' then we come out with the English sentence:

Jose was called by Romy.

In like manner, if we translate nin maestro as 'by a teacher', then we come out with the English sentence:

Jose was called by a teacher.

This is called the passive construction in English.

Second alternative:

Si Jose must be translated as 'Jose'. If we translate ni Romy as 'Romy', then we come out with:

Romy called Jose.

And if we translate nin maestro as 'a teacher' then we have:

A teacher called Jose.

This is called the active construction in English.

BIKOL GRAMMAR NOTES

Example Two:

Binakál an lápis ni Rómy.

Binakál an lápis nin maestro.

First alternative:

A pencil was bought by Romy.

And:

A pencil was bought by a teacher.

This is again the passive construction in English.

Second alternative:

Romy bought a pencil.

And:

A teacher bought a pencil.

This is called the active construction in English.

Surveying the above information, we can come to the following conclusions.

The si class phrase may be translated in English only as 'someone/something'.

The ni class phrase may be translated in English as 'someone/something' or 'by someone/something'.

Si and ni Class Pronouns

The ni class pronouns

Inapód ko siyá.

mo

niyá

mi

nindó

nindá

Part I THE BASIC SENTENCE STRUCTURE

ta

ní'isay

If we translate siya in English as 'him/her/it' then we must translate:

ko	as	I
mo		you
niyá		he/she/it

mi		we
nindó		you
nindá		they

ta		we
ní'isay		who

That gives us the following sentences:

I called him.

You called him.

etc.

If we translate siya in English as 'he/she/it', then we must translate:

ko	as	by me
mo		by you
niyá		by him/her/it

mi		by us
nindó		by you
nindá		by them

ta		by us
----	--	-------

ní'isay		by whom
---------	--	---------

BIKOL GRAMMAR NOTES

That gives us:

He was called by me.

He was called by you.

etc.

For ni class pronouns, then, we have two possible translations:

If siyá = him/her/it

Then:

Sg.	Pr.	
1st	ko	is I
2nd	mo	you
3rd	niyá	he/she/it

If siyá = he/she/it

Then:

by	me
by	you
by	him/her/it

P1.	Pr.	
1st	mi	we
2nd	nindó	you
3rd	nindá	they

by	us
by	you
by	them

incl	ta	we
------	----	----

by	us
----	----

Q	ní'isay	who
---	---------	-----

by	whom
----	------

The si class pronouns

Inapód	niyá	akó. iká/ka siyá
--------	------	------------------------

kamí
kamó
sindá

kitá

sí'isay

If we translate niyá as 'he/she/it', then we must translate:

akó	as	me
-----	----	----

Part I THE BASIC SENTENCE STRUCTURE

iká/ka	you
siyá	him
kamí	us
kamó	you
sindá	them
kitá	us
sí'isay	whom

Which gives us the sentences:

He called me.

He called you.

etc.

If we translate niyá 'by him/her/it' then we must translate:

akó	as	I
iká/ka		you
siyá		he/she/it
kamí		we
kamó		you
sindá		they
kitá		we
sí'isay		who

Giving us:

I was called by him.

You were called by him.

etc.

For si class pronouns, then, we have two possible translations:

If niyá = he/she/it
Then:

If niyá = him/her/it
Then:

BIKOL GRAMMAR NOTES

Sg.	Pr.		
1st	akó	is me	I
2nd	iká/ka	you	you
3rd	siyá	him/her/ it	he/she/it

P1.	Pr.		
1st	kamí	us	we
2nd	kamó	you	you
3rd	sindá	them	they

incl	kitá	us	we
------	------	----	----

Q	sí'isay	whom	who
---	---------	------	-----

Si and ki Class Markers: Noun Phrases

If the markers chosen are of the si and ki classes, then we have the following possibilities of translation into English.

Nagapód si Cárlos ki Rómy.

Nagapód si Jose nin maéstro.

Si Cárlos must be translated as 'Carlos'; ki Romy must be translated as 'Romy', giving us:

Carlos called Romy.

Then nin maestro must be translated as 'a teacher', giving us:

Carlos called a teacher.

The si class phrase must then be translated as 'someone/something'.

The ki class phrase must be translated also as 'someone/something'.

Si and ki Class Pronouns

Nagapód	siyá	sakúya'. saímo
---------	------	-------------------

Part I THE BASIC SENTENCE STRUCTURE

saíya

samúya'
saindó
saindá

satúya'

kí'isay

Siya must be translated 'he/she/it'. We must then translate:

sakúya'	as	me
saímo		you
saíya		him/her/it

samúya'	us
saindó	you
saindá	them

satúya'	us
---------	----

kí'isay	whom
---------	------

Giving us:

He called me.

He called you.

etc.

For the ki class pronouns then we have only one possible translation:

1st	pr. sg.	sakúya'	me
2nd		saímo	you
3rd		saíya	him/her/it

1st	pr. pl.	samúya'	us
2nd		saindó	you
3rd		saindá	them

BIKOL GRAMMAR NOTES

incl	satúya'	us
Q	kí'isay	whom

The loc Class: Noun Phrases

Nagdumán akó sa sa'ód.
 Binakál ko an lápis sa tindáhan.
 I went to the market.
 I bought a pencil from the store.
 I bought a pencil in the store.

The loc marker is translated as 'to/from or in' some place.

Loc Class Pronouns

Nagdumán akó saíya.
 Binakál ko an lápis saíya.

I went to him.
 I bought a pencil from him.

The loc class pronouns then have the possibility of only one translation in English:

1st	pr.	sg.	sakúya'	to/from	me
2nd			saímo	to/from	you
3rd			saíya	to/from	him/her/it
1st	pr.	pl.	samúya'	to/from	us
2nd			saindó	to/from	you
3rd			saindá	to/from	them
incl			satúya'	to/from	us
Q			kí'isay	to/from	whom

THE ADJECTIVE PHRASE

The adjective phrase has two parts, an adjective affix and an adjective base. (A phrase may consist of a single word, as is the case here, or a series of words, as will be shown later.)

There are three kinds of adjective bases.

1. Those which take the affix ma-:

gayón	magayón	beautiful
sirám	marsirám	delicious
tabá	matabá	fat

2. Those which take the affix ha- (these are usually words dealing with height, length and depth):

langkáv	halangkáv	tall
babá'	hababá'	low
rárom	harárom	deep

3. Those which take no prefix, \emptyset :

dá'an	old
dakúla'	big
sadít	small

This group also includes the colors, e.g.

pulá	red
itóm	black

And the numbers, e.g.

saró'	one
duwá	two

A word which serves as a base for an adjective may also serve as a base for a verb. Functioning as an adjective does not exclude the base from functioning as a verb

We can now formulate the information we have regarding the adjective phrase using the following abbreviations:

BIKOL GRAMMAR NOTES

Adjective Phrase	Adj P
Adjective Affix	Adj Af
Adjective Base	Adj Ba
Class { }	C1 Only one element contained within may be chosen at a time

The basic formula is:

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

This states that an adjective phrase is equal to an adjective affix plus an adjective base.

$$\text{Adj Af} = \{ \begin{matrix} \text{ma-} \\ \text{ha-} \\ \emptyset- \end{matrix} \}$$

This states that an adjective affix is equal to either ma-, ha- or ∅-.

This information together put together yields:

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{Adj Af} = \{ \begin{matrix} \text{ma-} \\ \text{ha-} \\ \emptyset- \end{matrix} \}$$

We can apply this formula to the following two examples:

1. magayón beautiful
2. dakúla' big

1. Given: magayón

We analyze the phrase with our set of two rules

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{Adj Af} = \text{ma-}$$

$$\text{Adj Ba} = \text{gayón}$$

Then:

Part I THE BASIC SENTENCE STRUCTURE

Adj P = ma- + gayón

2. Given: dakúla'

Adj P = Adj Af + Adj Ba

Adj Af = \emptyset

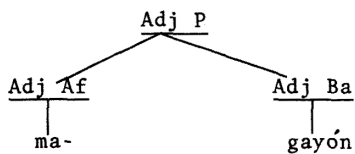
Adj Ba = dakúla'

Then:

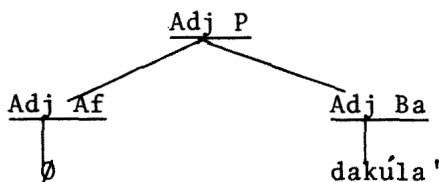
Adj P = \emptyset + dakúla

We may represent this information by a tree diagram.

1. magayón



2. dakúla'



THE VERB PHRASE

The verb phrase consists of three parts: a verb affix, tense and a verb base.

We have already discussed the components of the verb affix, the types of verb bases and the tense.

This information may be formulated using the following abbreviations:

Verb Phrase	VP
Verb Affix	V Af
Verb Base	V Ba
Tense	T
Reduplication	R
Infinitive/Command	Inf/Com
Future Tense	Fut
Past Tense	Past
Progressive Tense	Prog

The basic formula:

$$VP = V Af + T + V Ba$$

This states that a verb phrase is equal to a verb affix, plus tense, plus a verb base.

$$V Af = \left\{ \begin{array}{l} -on \\ i- \\ -an \\ mag- \end{array} \right\}$$

This states that a verb affix is equal to either the suffix -on, the prefix i-, the suffix -an or the prefix mag-.

$$T = \left\{ \begin{array}{l} Inf/Com \\ Fut \\ Past \\ Prog \end{array} \right\}$$

This states that tense is equal to either Infinitive/Command, Future, Past or Progressive.

To complete the formulation of the verb phrase, we need one other set of rules. These are called rewrite rules.

Part I THE BASIC SENTENCE STRUCTURE

Rewrite rules are of two types: rewrite rules of combination and rewrite rules of context. For our verb phrase we will use the rewrite rules of combination. (When we talk of our noun phrase, we will use rewrite rules of context.)

We use these rules to combine the verb affix and the tense.

			<u>Examples</u>
-on	+ Inf/Com	→ -on	hapotón
	Fut	→ R- + -on	háhapotón
	Past	→ -in-	hínápót
	Prog	→ R- + -in-	hináhápót
i-	+ Inf/Com	→ i-	íta'ó
	Fut	→ i- + R-	itáta'ó
	Past	→ i- + -in-	itína'ó
	Prog	→ i- + R- + -in- +	ítináta'ó
-an	+ Inf/Com	→ -an	hugásan
	Fut	→ R- + -an	huhugásan
	Past	→ -in- + -an	hinugásan
	Prog	→ R- + -in- + -an	hinuhugásan
mag-	+ Inf/Com	→ mag-	mágdumán
	Fut	→ ma-	mádumán
	Past	→ nag-	nágdumán
	Prog	→ nag- + R-	nagdúdumán

R-always refers to the reduplication of the first C and V of the verb base.

A rewrite formula may also be devised for the pig- alternate forms, but for the moment, we will only deal with the above set.

If we put our rules together for the verb phrase, we come out with the following:

$$VP = V \text{ Af} + T + V \text{ Ba}$$

$$V \text{ Af} = \left\{ \begin{array}{c} -on \\ i- \\ -an \\ mag- \end{array} \right\}$$

$$T = \left\{ \begin{array}{l} \text{Inf/Com} \\ \text{Fut} \\ \text{Past} \\ \text{Prog} \end{array} \right\}$$

And then we have our rewrite rules of combination.

We can try our formula on the following three examples:

1. inapód called
2. huhugásan will wash
3. nagbábakál is buying

1. Given: inapód

We analyze the phrase with our set of rules:

$$VP = V \text{ Af} + T + V \text{ Ba}$$

$$V \text{ Af} = \text{-on}$$

$$T = \text{Past}$$

$$V \text{ Ba} = \text{apód}$$

Then:

$$VP = \text{-on} + \text{Past} + \text{apód}$$

In order to combine the affix and the tense we use our rewrite rule which states:

$$\text{-on} + \text{Past} \rightarrow \text{-in-}$$

Then:

$$VP = \text{-in-} + \text{apód}$$

$$VP = \text{inapód}$$

2. Given: huhugásan

We analyze the phrase with our set of rules:

$$VP = V \text{ Af} + T + V \text{ Ba}$$

$$V \text{ Af} = \text{-an}$$

Part I THE BASIC SENTENCE STRUCTURE

T = Fut

V Ba = húgas

Then:

VP = -an + Fut + húgas

In order to combine the affix and the tense we use our rewrite rule which states:

-an + Fut \rightarrow R- + -an

Then:

VP = R- + -an + húgas

VP = huhugásan

3. Given: nagbábakál

We analyze the phrase with our set of rules:

VP = V Af + T + V Ba

V Af = mag-

T = Prog

V Ba = bakál

Then:

VP = mag- + Prog + bakál

In order to combine the affix and the tense we use our rewrite rule which states:

mag- + Prog \rightarrow nag- + R-

Then:

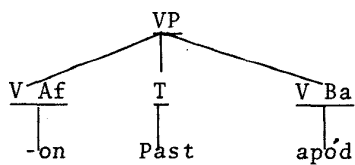
VP = nag- + R- + bakál

VP = nagbábakál

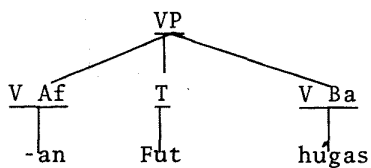
BIKOL GRAMMAR NOTES

We may also represent each of these analyses by a tree diagram.

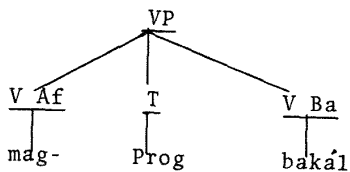
1. inapód



2. huhugásan



3. nagbabákál



THE NOUN PHRASE

The noun phrase consists of two parts: a marker and either a noun, an adjective phrase or a verb phrase with an optional noun phrase.

A marker consists of a particle from either the si, ni, ki or loc class.

A noun is either a name, a general noun or a pronoun.

A pronoun is either a personal or a demonstrative.

A personal pronoun is either 1st, 2nd or 3rd singular; 1st, 2nd, 3rd plural; inclusive; or a question.

A demonstrative pronoun is either iní, iyán or itó.

We can now formulate the above information; but before we do we need the following abbreviations:

Noun Phrase	NP
Marker	M
Noun	N
General Noun	Gen
Pronoun	Pro
Personal Pronoun	Per
Demonstrative Pronoun	Dem
Inclusive	Incl
Question	Q
{ }	The enclosed is optional

The formula for the noun phrase:

$$NP = M + \begin{matrix} N \\ \{ Adj \ P \ \ \ \} \\ VP + \{ NP \} \end{matrix}$$

This means that a noun phrase is a marker and either a noun, an adjective phrase or a verb phrase with an optional noun phrase.

$$M = \begin{matrix} si \\ \{ ni \\ ki \} \\ loc \end{matrix}$$

BIKOL GRAMMAR NOTES

This means that the marker is either from the si, ni, ki or loc class.

$$N = \left\{ \begin{array}{c} \text{Name} \\ \text{Gen} \\ \text{Pro} \end{array} \right\}$$

This means that the noun is either a name, a general noun or a pronoun.

$$\text{Pro} = \left\{ \begin{array}{c} \text{Per} \\ \text{Dem} \end{array} \right\}$$

This means that a pronoun is either a personal pronoun or a demonstrative pronoun.

$$\text{Per} = \left\{ \begin{array}{c} \left[\begin{array}{c} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Sg.} \\ \left[\begin{array}{c} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Pl.} \\ \text{Incl} \\ \text{Q} \end{array} \right\}$$

This means that a personal pronoun is either 1st, 2nd, 3rd singular; 1st, 2nd, 3rd person plural; inclusive or a question.

$$\text{Dem} = \left\{ \begin{array}{c} \text{iní} \\ \text{iyán} \\ \text{itó} \end{array} \right\}$$

This means that a demonstrative pronoun is either iní, iyán, itó.

We have already explained our rules for the verb and the adjective phrase.

To complete our formulation of the noun phrase, however, we need two sets of rewrite rules, one set of combination and one set of context.

We will begin with the set of combination rules which we need for the writing of our pronouns.

Rewrite Rules of Combination

Personal Pronouns:

Part I THE BASIC SENTENCE STRUCTURE

<u>si</u> +	<div>1st 2nd 3rd</div>	Sg.	→	<u>ako'</u>	
			→	<u>ika/ka</u>	
			→	<u>siya</u>	
	<div>1st 2nd 3rd</div>	Pl.	→	<u>kami'</u>	
			→	<u>kamo</u>	
			→	<u>sinda'</u>	
			Incl	→	<u>kita'</u>
		Q	→	<u>si'isay</u>	
<u>ni</u> +	<div>1st 2nd 3rd</div>	Sg.	→	<u>ko</u>	
			→	<u>mo</u>	
			→	<u>niya'</u>	
	<div>1st 2nd 3rd</div>	Pl.	→	<u>mi</u>	
			→	<u>nindo'</u>	
			→	<u>ninda'</u>	
			Incl	→	<u>ta</u>
			Q	→	<u>ni'isay</u>
	<u>ki</u> +	<div>1st 2nd 3rd</div>	Sg.	→	<u>sakuya'/sako'</u>
				→	<u>saimo</u>
→				<u>saiya</u>	
<div>1st 2nd 3rd</div>		Pl.	→	<u>samuya'/samo'</u>	
			→	<u>saindo'</u>	
			→	<u>sainda'</u>	
			Incl	→	<u>satuya'/sato'</u>
			Q	→	<u>ki'isay</u>
<u>loc</u> +		<div>1st 2nd 3rd</div>	Sg.	→	<u>sakuya'/sako'</u>
				→	<u>saimo</u>
	→			<u>saiya</u>	
	<div>1st 2nd 3rd</div>	Pl.	→	<u>samuya'/samo'</u>	
			→	<u>saindo'</u>	
			→	<u>sainda'</u>	
			Incl	→	<u>satuya'/sato'</u>
			Q	→	<u>ki'isay</u>

Demonstrative Pronouns:

<u>si</u>	+ <u>ini</u>	→	<u>ini</u>
		→	<u>iyán</u>
		→	<u>itó</u>
<u>ni</u>	+ <u>ini</u>	→	<u>kainí</u>
		→	<u>kaiyán</u>
		→	<u>kaitó</u>
<u>ki</u>	+ <u>ini</u>	→	<u>kainí</u>
		→	<u>kaiyán</u>
		→	<u>kaitó</u>

BIKOL GRAMMAR NOTES

<u>loc</u>	+	<u>iní</u>	→	<u>digdí</u>
		<u>iyán</u>	→	<u>diyán</u>
		<u>itó</u>	→	<u>dumán</u>

Rewrite Rules of Context

This set of rewrite rules is necessary so that we can write our marker in the proper way depending on the type of noun or phrase which follows it.

We need to define the following symbols:

/ means 'in the environment of'

si/	___	name		means <u>si</u> in the environment preceding name.
si/	name	___		means <u>si</u> in the environment following name.

si/	___	name	→2286381	<u>si</u>
si/	___	anything	→2286381	<u>an</u> (general) <u>si/su</u> (specific)
		but		
		name		

ni/	___	name	→2286381	<u>ni</u>
ni/	___	anything	→2286381	<u>nin</u> (general) <u>kan</u> (specific)
		but		
		name		

ki/	___	name	→2286381	<u>ki</u>
ki/	___	anything	→2286381	<u>nin</u> (general) <u>kan</u> (specific)
		but		
		name		

loc/	___	name	→2286381	<u>ki</u>
loc/	___	anything	→2286381	<u>sa</u>
		but		
		name		

We will now summarize all the rules we have up to now.

Part I THE BASIC SENTENCE STRUCTURE

$$NP = M + \left\{ \begin{array}{l} \text{Adj P} \\ \text{VP} + (NP) \end{array} \right\}$$

$$M = \left\{ \begin{array}{l} \text{si} \\ \text{ni} \\ \text{ki} \\ \text{loc} \end{array} \right\}$$

$$N = \left\{ \begin{array}{l} \text{Name} \\ \text{Gen} \\ \text{Pro} \end{array} \right\}$$

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{VP} = \text{V Af} + \text{T} + \text{V Ba}$$

$$\text{Pro} = \left\{ \begin{array}{l} \text{Per} \\ \text{Dem} \end{array} \right\}$$

$$\text{Adj Af} = \left\{ \begin{array}{l} \text{ma-} \\ \text{ha-} \\ \text{Ø-} \end{array} \right\}$$

$$\text{V Af} = \left\{ \begin{array}{l} \text{-on} \\ \text{i-} \\ \text{-an} \\ \text{mag-} \end{array} \right\}$$

$$\text{T} = \left\{ \begin{array}{l} \text{Inf/Com} \\ \text{Fut} \\ \text{Past} \\ \text{Prog} \end{array} \right\}$$

$$\text{Per} = \left\{ \begin{array}{l} \left[\begin{array}{l} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Sg.} \\ \left[\begin{array}{l} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Pl.} \\ \text{Incl} \\ \text{Q} \end{array} \right\}$$

$$\text{Dem} = \left\{ \begin{array}{l} \text{ini} \\ \text{iyán} \\ \text{itó} \end{array} \right\}$$

When we list our rules, we first completely explain each section before we go on to the next. When we analyze a phrase, we do the same.

Let us try the following examples of noun phrases.

- | | |
|---------------|----------------|
| 1. si José | Jose |
| 2. sa maestro | to the teacher |

BIKOL GRAMMAR NOTES

- | | |
|-----------------------------|--|
| 3. kan halangkáw | by the tall one |
| 4. an hinapót | the one who was asked |
| 5. an maimbitár kan maéstro | the one who will invite the teacher |
| 6. si inaapód ko | the one I'm calling (the one being called by me) |

1. Given: si José

NP = M + Noun

M = si

Noun = Name

Name = José

Then:

NP = si + José

We then look at our rewrite rules of context and find that:

si/___ name → u>si

In other words there is no change, and

NP = si + José

2. Given: sa maéstro

NP = M + N

M = loc

N = Gen

Gen = maéstro

Part I THE BASIC SENTENCE STRUCTURE

Then:

$$\text{NP} = \text{loc} + \text{maéstro}$$

We then look at our rewrite rules of context and find that:

$$\text{loc} / \text{___ anything but name} \rightarrow \text{u>sa}$$

Then:

$$\text{NP} = \text{sa} + \text{maéstro}$$

3. Given: kan halangkáw

$$\text{NP} = \text{M} + \text{Adj P}$$

$$\text{M} = \text{ni}$$

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{Adj Af} = \text{ha-}$$

$$\text{Adj Ba} = \text{langkáw}$$

Then:

$$\text{NP} = \text{ni} + \text{ha-} + \text{langkáw}$$

We then look at our rewrite rules of context and find that:

$$\text{ni} / \text{___ anything but name} \rightarrow \text{u>kan (specific)}$$

Then:

$$\text{NP} = \text{kan} + \text{ha-} + \text{langkáw}$$

4. Given: an hinapót

$$\text{NP} = \text{M} + \text{VP}$$

BIKOL GRAMMAR NOTES

M = si

VP = V Af + T + V Ba

V Af = -on

T = Past

V Ba = hapót

Then:

NP = si + -on + Past + hapót

We then go to our rewrite rules of combination to find out how to write -on + Past.

-on + Past → u>-in-

And to our rewrite rules of context to find out how to write si.

si/ ___ anything but name → u>an (general)

Then:

NP = an + -in- + apód

NP = an + inapód

5. Given: an maimbitár kan maéstro

NP = M + VP + NP

In this example we have chosen the NP which lies adjacent to the VP.

$$NP = M + \left\{ \begin{array}{l} N \\ \text{Adj } P \\ VP + (NP) \end{array} \right\}$$

Part I THE BASIC SENTENCE STRUCTURE

Once we choose it for our sentence then it is no longer optional, and so we remove the parentheses.

M = si

VP = V Af + T + V Ba

NP = M + N

In this example we have two noun phrases. We must develop each one as we come to it.

The first is M + VP + (NP)

The second one is M + N

V Af = mag-

T = Fut

V Ba = imbitár

M = ki

N = Gen

We already have discussed the rule that says that when the affix of a verb is mag-, the markers in a transitive sentence must be from the si and ki class. In this example, the verb affix is mag-. The si class marker which marks the focus of attention is already present in an maimbitár which means 'the one who will invite' and so does not appear independently. The ki class phrase is kan maéstro 'the teacher'.

Gen = maéstro

Then:

NP = si + mag- + Fut + imbitár + ki + maéstro

We then go to our rewrite rules of combination and context.

Rewrite Rules of Combination

mag- + Fut → a-

Rewrite Rules of Context

si/ ____ anything but name →u>an (general)

ki/ ____ anything but name →u>kan (specific)

Then;

NP = an + ma- + imbitár + kan + maéstro

NP = an + maimbitar + kan + maéstro

6. Given: si ináapód ko

NP = M + VP + NP

M = si

VP = V Af + T + V Ba

NP = M + N

V Af = -on

T = Prog

V Ba = apód

M = ni

N = Pro

We have already discussed the rule that says that when the affix of the verb is -on, i- or -an, the markers in the transitive sentence must be chosen from the si and the ni class. In this example, the verb affix is -on. The si class marker which marks the focus of attention is already present in si ináapód 'the one being called' and so does not appear independently. The ni class phrase is ko.

Pro = Per

Part I THE BASIC SENTENCE STRUCTURE

Per = 1st Sg.

Then:

NP = si + -on + Prog + apód + ni + 1st Sg.

We must then go to our rewrite rules of combination and context.

Rewrite Rules of Combination

-on + Prog → + -in-

ni + 1st Sg. → u>ko

Rewrite Rules of Context

si/ ____ anything but a name → u>si (specific)

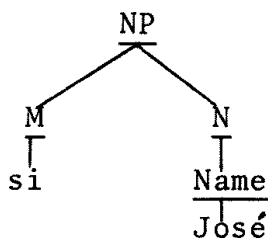
Then:

NP = si + R- + -in- + apód + ko

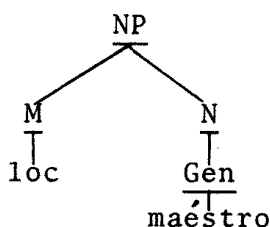
NP = si + ináapód + ko

We can represent each of these analyses by a tree diagram.

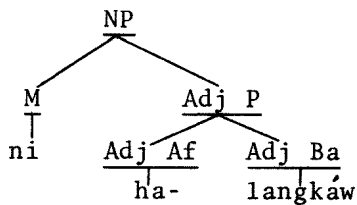
1. si José



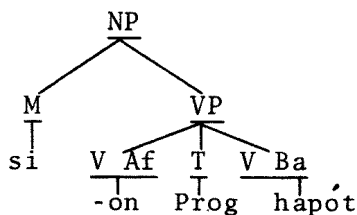
2. sa maéstro



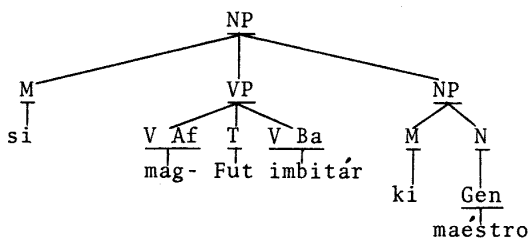
3. kan halangkáw



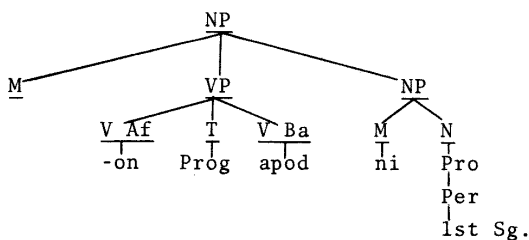
4. an hinapót



5. an maimbitár kan maestro



6. si ináapód ko



When an item is no longer underlined, it means we can no longer show it on the tree diagram and must either write it out directly, or use our rewrite rules to write it out.

THE POSSESSIVE PHRASE

The possessive phrase shows possession within the noun phrase. It may occur in either of two positions. First, it may occur after the marker and before what is possessed, or second, it may occur after the marker and after what is possessed.

If we show our possessive phrase (which we may abbreviate Pos P) in relation to our noun phrase, we will have the following formula. First, we will start with the regular NP formula and then add the possessive phrase.

$$NP = M + \begin{matrix} N \\ \{ Adj \ P \\ VP + (NP) \} \end{matrix}$$

The possessive phrase:

$$NP = M + (Pos \ P) + \begin{matrix} N \\ \{ Adj \ P \\ VP + (NP) \} \end{matrix} + (Pos \ P)^2$$

The possessive phrase is optional. In other words there are certain sentences which will contain it and certain sentences which will not.

The Postposed Possessive Phrase

The postposed possessive phrase comes after what is possessed.

It consists of a marker of the ni class and either a noun, an adjective phrase, or a verb phrase with an optional noun phrase.

We may write the formula for this information as follows:

$$Pos \ P = ni + \begin{matrix} N \\ \{ Adj \ P \\ VP + (NP) \} \end{matrix}$$

We can now try the following examples consisting of a noun phrase with a postposed possessive phrase.

- | | |
|-------------------------|--------------------|
| 1. an haróng ni José | Jose's house |
| 2. an libró kan maéstro | the teacher's book |
| 3. si áki' ta | our child |

4. an bitís kainí

the feet of this

To analyze the above noun phrases, we will use the rules listed for our noun phrase, plus the addition of our possessive phrase rules.

1. Given: an haróng ni José

NP = M + N + Pos P

M = si

N = Gen

Pos P = ni + N

Gen = haróng

N = Name

Name = José

Then:

NP = si + haróng + ni + José

We then go to our rewrite rules of context to see how to rewrite our markers.

si/ ___ anything but name → an (general)

ni/ ___ name → ni

Then:

NP = an + haróng + ni + José

2. Given: an libró kan maéstro

NP = M + N + Pos P

M = si

Part I THE BASIC SENTENCE STRUCTURE

N = Gen

Pos P = ni + N

Gen = libró

N = Gen

Gen = maéstro

Then:

NP = si + libró + ni + maéstro

We go to our rewrite rules of context to rewrite our focus markers.

si/ ___ anything but name → an (general)

ni/ ___ anything but name → kan (specific)

Then:

NP = an + libró + kan + maéstro

3. Given: si áki' ta

NP = M + N + Pos P

M = si

N = Gen

Pos P = ni + N

Gen = aki'

N = Pro

Pro = Per

BIKOL GRAMMAR NOTES

Per = Incl

Then:

NP = si + áki' + ni + Incl

We go first to our rewrite rules of combination.

ni + Incl → ta

And then to our rewrite rules of context.

si/ ____ anything but name → si (specific)

Then:

NP = si + áki' + ta

4. Given: an bitís kainí

NP = M + N + Pos P

M = si

N = Gen

Pos P = ni + N

Gen = bitís

N = Pro

Pro = Dem

Dem = iní

Then:

si + bitís + ni + iní

First with our rewrite rules of combination we get:

Part I THE BASIC SENTENCE STRUCTURE

ni + iní → kainí

Then with our rewrite rules of context we get

si/ ___ anything but name → an (general)

Then:

NP = an + bitís + kainí

There is one further point to make. The post-posed possessive phrase may occur twice in an NP. We can show that by a little 2 sign after the first writing in the formula.

(Pos P)²

The following is an example where the postposed possessive phrase occurs twice in a noun phrase.

5. an libró kan maéstro ko 'my teacher's book'

Given: an libró kan maéstro ko

NP = si + N + Pos P + Pos P

N = Gen

Pos P = ni + N

Pos P = ni + N

Gen = libró

N = Gen

N = Pro

Gen = maéstro

Pro = Per

Per = 1st Sg.

Then:

NP = si + libró + ni + maéstro + ni + 1st Sg.

We go first to our rewrite rules of combination.

ni + 1st Sg. → ko

And then to our rewrite rules of context.

si/ __ anything but name → an (general)

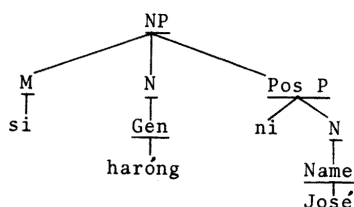
ni/ __ anything but name → kan (specific)

Then:

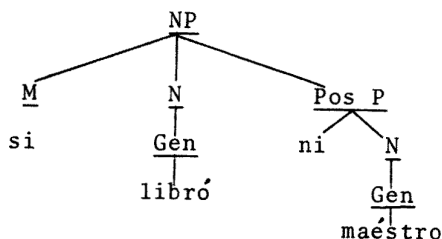
Np = an + libró + kan + maéstro + ko

We can show the preceding formulas by tree diagrams as well. The rewrite rules of combination and context apply to the terminals.

1. an haróng ni José

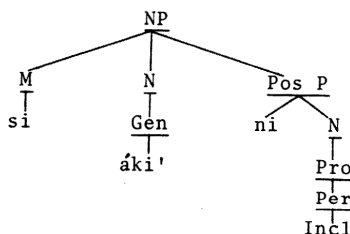


2. an libró kan maéstro

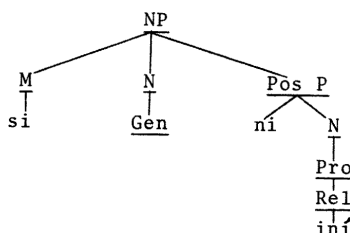


3. si áki' ta

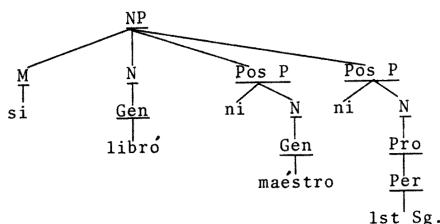
Part I THE BASIC SENTENCE STRUCTURE



4. an bitís kainí



5. an libró kan maéstro ko



The Preposed Possessive Phrase

The preposed possessive phrase comes before what is possessed.

It consists of a marker of the loc class and either a noun, an adjective phrase or verb phrase with an optional noun phrase.

There is something else which exists in the preposed possessive phrase which does not exist in the postposed possessive phrase, and this is called a 'linker'.

We may write the formula for the above information as follows:

$$\text{Pos P} = \underline{\text{loc}} + \left\{ \begin{array}{c} \text{N} \\ \text{Adj P} \\ \text{VP} + (\text{NP}) \end{array} \right\} + \text{Link}$$

BIKOL GRAMMAR NOTES

The linker is the most common way of tying possessive or modifying information to what is possessed or what is modified. As we will see when we discuss the modifier phrase, this linker can come either before or after what is being modified. If it comes before, it is attached to the modifier or the possessor. If it comes after, it is attached to the modified.

The linker has two forms. If it occurs following a word which ends in a vowel, then it is -ng. If it occurs following a word ending in a consonant then it is na. Glottal stop (') usually acts like a vowel, and is linked with -ng not na.

We will have to add this to our rewrite rules of context. We will need the explanations of the following symbols and abbreviations.

C	Consonant
V	Vowel
#	Word Boundary
/C# ____	In the environment following a final consonant
/V# ____	In the environment following a final vowel

Rewrite rules of context, the linker.

Link/C# ____	→	<u>na</u>
Link/V# ____	→	<u>-ng</u>

We can now analyze the following examples of noun phrases which contain a preposed possessive phrase.

1. an ki Boy na tindáhan	Boy's store
2. an kí'isay na lápis	whose book?
3. an sa maéstrong kótse	the teacher's car
4. an sakúyang papél	my paper

1. Given: an ki Boy na tindáhan

$$\text{NP} = \text{M} + \text{Pos P} + \text{N}$$

$$\text{M} = \text{si}$$

$$\text{Pos P} = \text{loc} + \text{N} + \text{Link}$$

$$\text{N} = \text{Gen}$$

Part I THE BASIC SENTENCE STRUCTURE

N = Name

Gen = tindáhan

Name = Boy

Then:

NP = si + loc + Boy + Link + tindáhan

With our rewrite rules of context we get

si/ ___ anything but name → an (general)

loc/ ___ name → ki

Link/C# ___ → na

Then:

NP = an + ki + Boy + na + tindáhan

2. Given: an kí'isay na lápís

NP = M + Pos P + N

M = si

Pos P = loc + N + Link

N = Gen

N = Pro

Gen = lápís

Pro = Per

Per = Q

Then:

BIKOL GRAMMAR NOTES

NP = si + loc + Q + Link + lápis

First with our rewrite rules of combination we get

loc + Q ? kí'isay

And then with our rewrite rules of context we get

si/ ____ anything but name → an(general)

Link/C# ____ → na

Then:

NP = an + kí'isay + na + lápis

3. Given: an sa maéstrong kótse

NP = M + Pos P + N

M = si

Pos P = loc + N + Link

N = Gen

N = Gen

Gen = kótse

Gen = maéstro

Then:

NP = si + loc + maéstro + Link + kótse

With our rewrite rules of combination we get:

si/ ____ anything but name → an (general)

loc/ ____ anything but name → sa

Link/V# ____ → -ng

Then:

Part I THE BASIC SENTENCE STRUCTURE

NP = an + sa + maéstro + -ng + kótse

4. Given: an sakúyang papél

NP = M + Pos P + N

M = si

Pos P = loc + N + Link

N = Gen

N = Pro

Gen = papel

Pro = Per

Per = 1st Sg.

Then:

NP = si + loc + 1st Sg. + Link + papel

With our rewrite rules of combination we get

loc + 1st Sg. → sakúya'

With our rewrite rules of context we get

si/ ___ anything but name → an (general)

Link/V# ___ → -ng

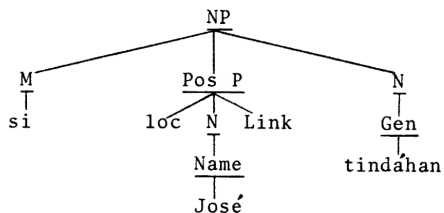
Then:

NP = an + sakúya' + -ng + papel

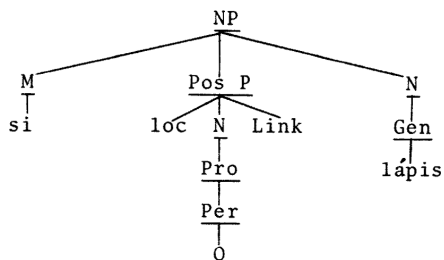
We can show each of these formulas by a tree diagram. Again, the rewrite rules must be applied to the terminals to get the final phrase.

BIKOL GRAMMAR NOTES

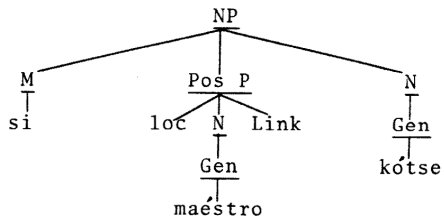
1. an ki Boy na tindáhan



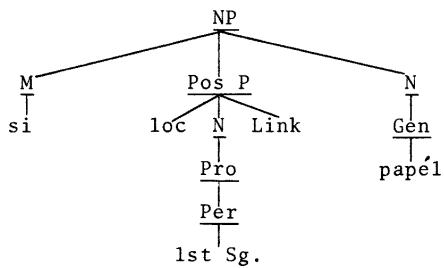
2. an kí'isay na lápis



3. an sa maéstrong kótse



4. an sakúyang papél



Part I THE BASIC SENTENCE STRUCTURE

Translation of Preposed and Postposed Possessive Phrases and Pronouns into English

From what we have discussed so far, the translation into English of both the preposed and the post-posed phrases and pronouns are identical.

The phrases may be translated as either 'someone's/something's' or 'of someone/something'.

The pronouns may be translated as follows:

	<u>ni</u> Class	<u>loc</u> Class	
1st Sg.	<u>ko</u>	<u>sakúya'</u>	my
2nd	<u>mo</u>	<u>saímo</u>	your
3rd	<u>niyá</u>	<u>saíya</u>	his/her/its
1st P1.	<u>mi</u>	<u>samúya'</u>	our
2nd	<u>nindó</u>	<u>saindó</u>	your
3rd	<u>nindá</u>	<u>saindá</u>	their
Incl	<u>ta</u>	<u>satúya'</u>	our
Q	<u>ní'isay</u>	<u>kí'isay</u>	whose/of whom

We may also use the series of preposed possessive phrases without indication of what is possessed.

For example we may say

an saíyang lápís

his pencil

Or we may say

an saíya

his

We may say

an sakúyang papél

BIKOL GRAMMAR NOTES

my paper

or

an sakúya'

mine

Following these examples we may also have the following translations of the preposed possessive pronouns,

Preposed possessive pronouns: loc Class

1st Sg.	<u>sakúya'</u>	mine
2nd	<u>saímo</u>	yours
3rd	<u>saíya</u>	his/hers/its
1st P1	<u>samúya'</u>	ours
2nd	<u>saindó</u>	yours
3rd	<u>saindá</u>	theirs
Incl	<u>satúya'</u>	ours
Q	<u>kí'isay</u>	whose

THE MODIFYING PHRASE

The modifying phrase which occurs after the word it modifies (postposed) and the modifying phrase which occurs before the word it modifies (preposed) are identical except for the position of the linker.

The form of the linker has been discussed in the explanation of the preposed possessive phrase.

The function of the linker is to subordinate one of the two phrases which it links together so that one may serve as the modifier or the possessor, and the other may serve as the modified or the possessed.

The second of the two phrases is generally the one that is emphasized.

For example

an dakúlang haróng makes a statement that the house is big (and not for example, the car).

an haróng na dakúla' makes the statement that the house is big (and not for example, small).

We add our modification phrase (Mod P) to our basic formula for the noun phrase as follows: first, we will show the NP with the addition of the Pos P and then with the addition of the Mod P.

$$NP = M + (Pos\ P) + \left\{ \begin{array}{c} N \\ Adj\ P \\ VP + (NP) \end{array} \right\} + (Pos\ P)^2$$

With the addition of the Mod P we get the following:

$$NP = M + (Pos\ P) + (Mod\ P) + \left\{ \begin{array}{c} N \\ Adj\ P \\ VP + (NP) \end{array} \right\} + (Pos\ P)^2 + (Mod\ P)$$

The modifying phrase consists of either an adjective phrase, a verb phrase with an optional noun phrase or a demonstrative pronoun, and a linker.

BIKOL GRAMMAR NOTES

If the modifying phrase is preposed, then the linker is attached to the modifier:

$$\text{Mod P} = \begin{matrix} \text{Adj P} \\ \text{VP} + (\text{NP}) \\ \text{Dem} \end{matrix} + \text{Link}$$

If the modifying phrase is postposed, then the linker is attached to the modified:

$$\text{Mod P} = \text{Link} + \begin{matrix} \text{Adj P} \\ \text{VP} + (\text{NP}) \\ \text{Dem} \end{matrix}$$

We can now analyze the following examples:

1. an dakúlang haróng
2. iníng lápis
3. an lápis na iní
4. si libróng itina'ó mo

1. Given: an dakúlang haróng

$$\text{NP} = \text{M} + \text{Mod P} + \text{N}$$

$$\text{M} = \text{si}$$

$$\text{Mod P} = \text{Adj P} + \text{Link}$$

$$\text{N} = \text{Gen}$$

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{Gen} = \text{haróng}$$

$$\text{Adj Af} = \emptyset$$

$$\text{Adj Ba} = \text{dakúla'}$$

Then:

$$\text{NP} = \text{si} + \text{dakúla'} + \text{Link} + \text{haróng}$$

With the rewrite rules of context we get

Part I THE BASIC SENTENCE STRUCTURE

si/ ____ anything but name → an (general)
Link/V# ____ → -ng

Then:

NP = an + dakúla' + -ng + haróng

2. Given: iníng lápis

NP = M + Mod P + N

M = si

Mod P = Dem + Link

N = Gen

Dem = iní

Gen = lápis

Then:

NP = si + iní + Link + lápis

With our rewrite rules of combination we get

si + iní = iní

With our rules of context we get

Link/V# ____ → -ng

Then:

NP = iní + -ng + lápis

3. Given: an lápis na inú

NP = M + N + Mod P

M = si

N = Gen

Mod P = Link + Dem

Gen = lápís

Dem = iní

Then:

NP = si + lápís + Link + Dem

With our rewrite rules of context we get

si/ ___ anything but name → an (general)

Link/C# ___ → na

Then:

NP = an + lápís + na + iní

4. Given: si libróng itina'ó mo

NP = M + N + Mod P

M = si

N = Gen

Mod P = Link + VP + NP

Gen = libró

VP = V Af + T + V Ba

NP = M + N

Part I THE BASIC SENTENCE STRUCTURE

V Af = i-

T = Past

V Ba = ta'ó

M = ni

N = Pro

Pro = Per

Per = 2nd Sg.

Then:

NP = si + libró + Link + i- + Past + ta'ó +
ni + 2nd Sg.

With our rewrite rules of combination we get

<u>i-</u> + Past	→ <u>i-</u> + <u>-in-</u>
<u>ni</u> = 2nd Sg.	→ <u>mo</u>

With our rewrite rules of context we get

<u>si/</u> ____ anything but name	→ <u>si</u> (specific)
Link/V# ____	→ <u>-ng</u>

Then:

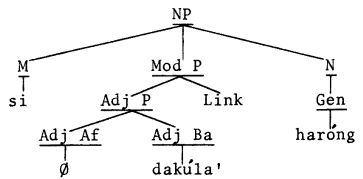
NP = si + libró + -ng + i- + -in- + ta'ó + mo

NP = si + libró + -ng + itina'ó + mo

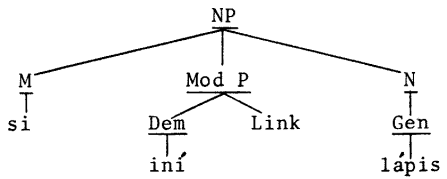
We can show each of these analyses before the rewrite rules are applied by tree diagrams.

1. an dakúlang haróng

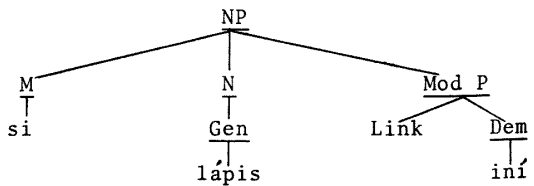
BIKOL GRAMMAR NOTES



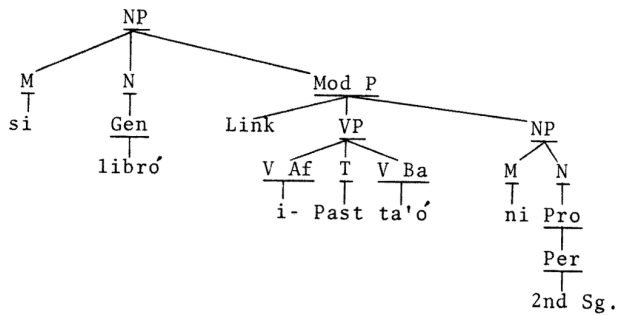
2. iníng lápis



3. an lápis na iní



4. si libróng itina'ó mo



THE BASIC TIME PHRASE

The basic time phrase consists of a time marker which combines with tense, and a time word.

Past Tense Time Marker: kan

kan Mártes	last Tuesday
kan Enéro	last January
kan alás dos	at two o'clock (past)

There are also certain combination forms in Bikol which indicate past tense.

kan so-udmá'	'yesterday' is usually	káso-udmá'
kan so-bá'go	'a while ago'	káso-bá'go
kan so-arín	'when' (past)	káso-arín

Future Tense Time Markers: sa and pag-

sa Mártes	this Tuesday
sa Enéro	this January

Pag- is used when the future time is referred to by the hour.

pag-alás dos	at two o'clock (future)
--------------	-------------------------

Progressive or continuous action time markers: kon, pag-, pagka-

Kon and pag- are used almost interchangeably.

kon Mártes	on Tuesdays
pag-Mártes	on Tuesdays

Pagka- is usually used with parts of the day.

págka-ága	during the mornings/in the mornings
-----------	-------------------------------------

The Lack of Time Marker

There are certain time words which take no marker.

BIKOL GRAMMAR NOTES

ngunyán now
pa saná or pa lang just now

na	already
Makakán na kitá.	We're about to eat.
Pa	still
Makakán pa akó.	I'll still eat.
da'í pa	not yet
Pa	since
Káso-bánggi pa.	Since last night.

The Formulation of the Basic Time Phrases

We can set the time phrase equal to a time marker, tense and a time word.

We will need the following abbreviations:

Time Marker	TM
Tense	T
Time Word	TMWD
Time Phrase	TM P

The basic formula is:

$$TM\ P = TM + T + TMWD$$

$$T = \left\{ \begin{array}{l} Inf/Com \\ Fut \\ Prog \\ Past \end{array} \right\}$$

We will also need the following rewrite rules of combination so that the time marker may be combined with the tense:

$$TM + Inf/Com \rightarrow \emptyset$$

This says that a time marker combined with the infinitive command tense equals zero. We will use this to represent our time words that take no marker at all, like ngunyán, pa, etc.

TM	+	Fut	→	<u>sa</u> , <u>pag-</u>
TM	+	Prog	→	<u>kon</u> , <u>pag-</u> , <u>pagka-</u>
TM	+	Past	→	<u>kan</u>

Part I THE BASIC SENTENCE STRUCTURE

We can now analyze the following examples.

1. ngunyán
2. sa atyán
3. kan Mártes
4. págka-ága
5. pag alás dos

1. Given: ngunyán

$$TM\ P = TM + T + TMWD$$

$$T = \text{Inf/Com}$$

$$TMWD = \text{ngunyán}$$

Then:

$$TM\ P = TM + \text{Inf/Com} + \text{ngunyán}$$

With our rewrite rules of combination we get

$$TM + \text{Inf/Com} \rightarrow \emptyset$$

Then:

$$TM\ P = \emptyset + \text{ngunyán}$$

$$TM\ P = \text{ngunyán}$$

2. Given: sa atyán

$$TM\ P = TM + T + TMWD$$

$$T = \text{Fut}$$

$$TMWD = \text{atyán}$$

Then:

BIKOL GRAMMAR NOTES

$$\text{TM P} = \text{TM} + \text{Fut} + \underline{\text{atyán}}$$

With our rewrite rules of combination we get

$$\text{TM} + \text{Fut} \rightarrow \underline{\text{sa}}$$

Then:

$$\text{TM P} = \underline{\text{sa}} + \underline{\text{atyán}}$$

3. Given: kan Mártes

$$\text{TM P} = \text{TM} + \text{T} + \text{TMWD}$$

$$\text{T} = \text{Past}$$

$$\text{TMWD} = \text{Martes}$$

Then:

$$\text{TM P} = \text{TM} + \text{Past} + \text{Martes}$$

With our rewrite rules of combination we get

$$\text{TM} + \text{Past} = \underline{\text{kan}}$$

Then:

$$\text{TM P} = \underline{\text{kan}} + \underline{\text{Mártes}}$$

4. Given: págka-ága

$$\text{TM P} = \text{TM} + \text{T} + \text{TMWD}$$

$$\text{T} = \text{Prog}$$

$$\text{TMWD} = \underline{\text{ága}}$$

Then:

Part I THE BASIC SENTENCE STRUCTURE

$$\text{TM P} = \text{TM} + \text{Prog} + \underline{\text{ága}}$$

With our rewrite rules of combination we get

$$\text{TM} + \text{Prog} = \underline{\text{págka-}}$$

Then:

$$\text{TM P} = \underline{\text{págka}} + \underline{\text{ága}}$$

5. Given: pag-alás dos

$$\text{TM P} = \text{TM} + \text{T} + \text{TMWD}$$

$$\text{T} = \text{Fut}$$

$$\text{TMWD} = \underline{\text{alás dos}}$$

Then:

$$\text{TM P} = \text{TM} + \text{Fut} + \underline{\text{alás dos}}$$

With our rewrite rules of combination we get

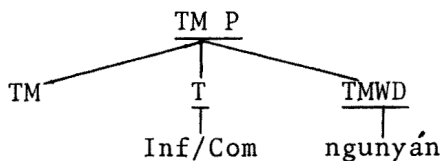
$$\text{TM} + \text{Fut} = \underline{\text{pag-}}$$

Then:

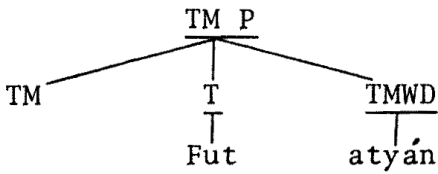
$$\text{TM P} = \underline{\text{pag-}} + \underline{\text{alás dos}}$$

We can show these formulas on tree diagrams. The rewrite rules can be applied to the terminals to get the utterance.

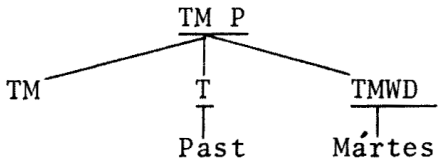
1. ngunyan



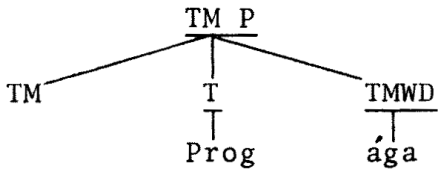
2. sa atyan



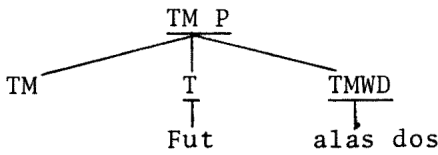
3. kan Mártes



4. págka-ága



5. pag-alás dos



THE EXPANDED TIME PHRASE

We will not in the course of these notes work out formulas for the expanded time phrase. To do so would be extremely complicated. But time phrases may be modified by a regular modification phrase, they may be modified by other time phrases, or they may also be possessed. The following are some examples.

Time Phrase modified by a number:

kan saróng aldáw	the day before yesterday
kan saróng semána	two weeks ago

Modified by a verbal phrase:

sa másunod na búlan	this coming month
------------------------	-------------------

Modified by another time phrase:

sa atyán nang banggí	later this evening
nagabót pa saná akó	I just now arrived
sa atyán na	later already (meaning: 'Let's make it a little later')

Possessed by another time phrase:

alás dos nin ága	at two in the morning
------------------	-----------------------

SENTENCE PATTERNS

Bikol has two types of sentence patterns: the verbal and the equational.

The verbal sentence consists of a verb phrase and either one or two main noun phrases. If the verb base is intransitive, then there is only one noun phrase. If the verb base is transitive then there are two.

We can formulate this as follows, using the abbreviation 'S' for Sentence.

The formula:

$$S = VP + NP + (NP)$$

The equational sentence consists of two noun phrases which are set equal to each other. Both of the noun phrases are equally the focus of attention in the sentence, and so both are introduced by markers of the si class.

We can formulate this as follows:

$$S = NP + NP$$

If we place our two alternative sentence patterns together in one formula, then we have:

$$S = \left\{ \begin{array}{l} VP + NP + (NP) \\ NP + NP \end{array} \right\}$$

To this we can add two phrases which are not part of the basic sentence: the locative phrase and the time phrase.

$$S = \left\{ \begin{array}{l} VP + NP + (NP) \\ NP + NP \end{array} \right\} + (\underline{loc} P) + (TM P)$$

We can now bring together all the formulas we have written up to this point.

We begin first with two general rules:

1. If $S = NP + NP$ (that is, if the sentence is equational) then the markers chosen for both noun phrases are from the si class.

Part I THE BASIC SENTENCE STRUCTURE

2.1 For transitive verb bases,

- A. If the affix chosen for the verb base is either -on, i- or -an, then for the noun phrases, one marker must be chosen from the si class and one from the ni class.
- B. If the affix chosen for the verb base is mag-, then for the noun phrases, one marker must be chosen from the si class and one from the ki class.

2.2 For intransitive verb bases, the affix chosen for the verb base is mag- and the marker for the single noun phrase is always si.

Our basic sentence formula is as follows:

$$S = \{ \begin{matrix} VP + NP + (NP) \\ NP + NP \end{matrix} \} + (\underline{loc} P) + (TM P)$$

$$VP = V Af + T + V Ba$$

$$NP = M + (Pos P) + (Mod P) + \{ \begin{matrix} N \\ Adj P \\ VP + (NP) \end{matrix} \} + (Pos P)^2 + (Mod P)$$

$$\underline{loc} P = \underline{loc} + \{ \begin{matrix} N \\ Adj P \\ VP + (NP) \end{matrix} \}$$

$$TM P = TM + T + TMWD$$

$$V Af = \{ \begin{matrix} -on \\ i- \\ -an \\ mag- \end{matrix} \}$$

$$T = \{ \begin{matrix} Inf/ Com \\ Fut \\ Past \\ Prog \end{matrix} \}$$

BIKOL GRAMMAR NOTES

$$M = \left\{ \begin{array}{c} \text{si} \\ \text{ni} \\ \text{ki} \end{array} \right\}$$

$$\text{Pos P (Preposed)} = \text{loc} + \left\{ \begin{array}{c} \text{N} \\ \text{Adj P} \\ \text{VP} + (\text{NP}) \end{array} \right\} + \text{Link}$$

$$\text{Mod P (Preposed)} = \left\{ \begin{array}{c} \text{Adj P} \\ \text{VP} + (\text{NP}) \\ \text{Dem} \end{array} \right\} + \text{Link}$$

$$N = \left\{ \begin{array}{c} \text{Name} \\ \text{Gen} \\ \text{Pro} \end{array} \right\}$$

$$\text{Adj P} = \text{Adj Af} + \text{Adj Ba}$$

$$\text{Pos P (Postposed)} = \text{ni} + \left\{ \begin{array}{c} \text{N} \\ \text{Adj P} \\ \text{VP} + (\text{NP}) \end{array} \right\}$$

$$\text{Mod P (Postposed)} = \text{Link} + \left\{ \begin{array}{c} \text{Adj P} \\ \text{VP} + (\text{NP}) \\ \text{Dem} \end{array} \right\}$$

$$\text{Pro} = \left\{ \begin{array}{c} \text{Per} \\ \text{Dem} \end{array} \right\}$$

$$\text{Adj Af} = \left\{ \begin{array}{c} \text{ma-} \\ \text{ha-} \\ \emptyset \end{array} \right\}$$

$$\begin{array}{l} \left[\begin{array}{c} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Sg.} \\ \left[\begin{array}{c} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right] \text{ Pl.} \\ \text{Per} = \left\{ \begin{array}{c} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right\} \\ \text{Incl} \\ \text{Q} \\ \text{Rel} = \left\{ \begin{array}{c} \text{ini} \\ \text{ivan} \\ \text{ito} \end{array} \right\} \end{array}$$

Rewrite Rules of Combination

1. V Af + T

Part I THE BASIC SENTENCE STRUCTURE

<u>-on</u>	+	[Inf/Com]	→	<u>-on</u>
		Fut	→	R- + <u>-on</u>
		Past	→	<u>-in-</u>
		Prog	→	R- + <u>-in-</u>
<u>i-</u>	+	[Inf/Com]	→	<u>i-</u>
		Fut	→	<u>i-</u> + R-
		Past	→	<u>i-</u> + <u>-in-</u>
		Prog	→	<u>i-</u> + R + <u>-in-</u>
<u>-an</u>	+	[Inf/Com]	→	<u>-an</u>
		Fut	→	R- + <u>-an</u>
		Past	→	<u>-in-</u> + <u>-an</u>
		Prog	→	R- + <u>-in-</u> + <u>-an</u>
<u>mag-</u>	+	[Inf/Com]	→	<u>mag-</u>
		Fut	→	<u>ma-</u>
		Past	→	<u>nag-</u>
		Prog	→	<u>nag-</u> + R-

2. TM + T

TM	+	[Inf/Com]	→	∅
		Fut	→	<u>sa</u> , <u>pag-</u>
		Past	→	<u>kan</u>
		Prog	→	<u>pag-</u> , <u>kon</u> , <u>pagka-</u>

3. M + Personal Pronoun

loc + Personal Pronoun

<u>si</u> +	[1st] Sg.	→	<u>akó</u>	
	2nd	→	<u>iká/ka</u>	
	3rd	→	<u>siya</u>	
	[1st] Pl.	→	<u>kamí</u>	
	2nd	→	<u>kamó</u>	
	3rd	→	<u>sindá</u>	
	Incl	→	<u>kitá</u>	
Q	→	<u>sí'isay</u>		
<u>ni</u> +	[1st] Sg.	→	<u>ko</u>	
	2nd	→	<u>mo</u>	
	3rd	→	<u>niyá</u>	
	[1st] Pl.	→	<u>mi</u>	
	2nd	→	<u>nindó</u>	
	3rd	→	<u>nindá</u>	
	Incl	→	<u>ta</u>	
	Q	→	<u>ní'isay</u>	
	<u>ki</u> +	[1st] Sg.	→	<u>sakúya'/sakó'</u>
		2nd	→	<u>saimo</u>
		3rd	→	<u>saiya</u>
[1st] Pl.		→	<u>samúya'/samó'</u>	
2nd		→	<u>saindó</u>	
3rd		→	<u>saindá</u>	
Incl		→	<u>satúya'/sató'</u>	
Q		→	<u>kí'isay</u>	
<u>loc</u> +		[1st] Sg.	→	<u>sakúya'/sakó'</u>
		2nd	→	<u>saimo</u>
		3rd	→	<u>saiya</u>
	[1st] Pl.	→	<u>samúya'/samó'</u>	
	2nd	→	<u>saindó</u>	
	3rd	→	<u>saindá</u>	
	Incl	→	<u>satúya'/sató'</u>	
	Q	→	<u>kí'isay</u>	
	<u>taka</u>			
	<u>ko</u> + <u>iká</u>	→	<u>taká</u>	

4. M + Demonstrative Pronoun

loc + Demonstrative Pronoun

Part I THE BASIC SENTENCE STRUCTURE

<u>si</u>	+	$\begin{bmatrix} \underline{\text{ini}} \\ \underline{\text{iyán}} \\ \underline{\text{itó}} \end{bmatrix}$	→	<u>ini</u>
			→	<u>iyán</u>
			→	<u>itó</u>
<u>ni</u>	+	$\begin{bmatrix} \underline{\text{ini}} \\ \underline{\text{iyán}} \\ \underline{\text{itó}} \end{bmatrix}$	→	<u>kaini</u>
			→	<u>kaiyán</u>
			→	<u>kaitó</u>
<u>ki</u>	+	$\begin{bmatrix} \underline{\text{ini}} \\ \underline{\text{iyán}} \\ \underline{\text{itó}} \end{bmatrix}$	→	<u>kaini</u>
			→	<u>kaiyán</u>
			→	<u>kaitó</u>
<u>loc</u>	+	$\begin{bmatrix} \underline{\text{ini}} \\ \underline{\text{iyán}} \\ \underline{\text{itó}} \end{bmatrix}$	→	<u>digdi</u>
			→	<u>diyán</u>
			→	<u>dumán</u>

Rewrite Rules of Context

1. Si, ni, ki and loc Class Markers

si/ ____ name → si
si/ ____ anything but name → an (general) si/su (specific)

ni/ ____ name → ni
ni/ ____ anything but name → nin (general) kan (specific)

ki/ ____ name → ki
ki/ ____ anything but name → nin (general) kan (specific)

loc/ ____ name → ki
loc/ ____ anything but name → sa

2. The Linkers

Link/C# ____ → na
 Link/V# ____ → -ng

Example Sentence Patterns

Verbal

BIKOL GRAMMAR NOTES

Nagdumán akó sa Legázpi. I went to Legazpi.
Nagbakal akó nin serbésa. I bought beer.
Inórder ni Boy an ice cream. Boy ordered ice cream.

Equational

Akó an nagdumán sa	I was the one who went to
Legázpi.	Legazpi.
Serbésa an binakál ni Boy.	Beer is what Boy bought.
Maestro si José.	Jose is a teacher.
Iní an inórder ko.	This is what I ordered.

The si class marker before general nouns will often disappear when the phrase occupies the first part of an equational sentence.

Si José an maestro. and Maestro si José. are both possible.

The first part of an equation sentence receives emphasis:

Si José an maestro	<u>Jose</u> is a teacher
Maestro si José	Jose is a <u>teacher</u>

The difference between the verbal sentence

Nagdumán akó sa Legázpi.

and the equational sentence

Akó an nagdumán sa Legázpi.

is again one of emphasis.

In the first example we may translate the sentence as 'I went to Legazpi' and in the second we may say 'It was I who went to Legazpi'.

We will apply our formulas to only two examples:

Verbal, Nagbakál akó nin serbésa káso-udmá'.

Equational, Serbésa an binakál ko sa sá'od.

1. Given: nagbakál akó nin serbésa káso-udmá'

Part I THE BASIC SENTENCE STRUCTURE

$S = VP + NP + NP + TM\ P$

$VP = V\ Af + T + V\ Ba$

$NP = M + N$

$NP = M + N$

$TM\ P = TM + T + TMWD$

$V\ Af = \underline{mag-}$

$T = \text{Past}$

$V\ Ba = \underline{bakál}$

$M = \underline{si}$

$N = \text{Pro}$

$M = \underline{ki}$

$N = \text{Gen}$

$T = \text{Past}$

$TMWD = \underline{so-udmá'}$

$\text{Pro} = \text{Per}$

$\text{Gen} = \underline{serbésa}$

$\text{Per} = \text{1st Sg.}$

Then:

$S = \underline{mag-} + \text{Past} + \underline{bakál} + \underline{si} + \text{1st Sg.} + \underline{ki} + \underline{serbésa} + TM + \text{Past} + \underline{so-udmá'}$

Rewrite rules of combination

$\underline{mag-} + \text{Past}$	\rightarrow	$\underline{nag-}$
$\underline{si} + \text{1st Sg.}$	\rightarrow	\underline{ako}
$TM + \text{Past}$	\rightarrow	\underline{kan}

Rewrite rules of context

ki/ ___ anything but name → nin (general)

Then:

S = nag- + bakál + akó + nin + serbésa + kan + so-udmá'

S = nagbakál + akó + nin + serbésa + káso-udmá'

2. Given: serbésa an binakál ko sa sa'ód

S = NP + NP + loc P

NP = M + N

NP = M + VP + NP

loc P = loc + N

M = si

N = Gen

M = si

VP = V Af + T + V Ba

NP = M + N

N = Gen

Gen = serbésa

V Af = -on

T = Past

V Ba = bakál

M = ni

N = Pro

Gen = sa'ód

Pro = Per

Part I THE BASIC SENTENCE STRUCTURE

Per = 1st Sg.

Then:

S = si + serbésa + si + -on + Past + bakál +
ni + 1st Sg. + loc + sa'ód

Rewrite rules of combination

<u>-on</u> + Past	→	<u>-in-</u>
<u>ni</u> + 1st Sg.	→	<u>ko</u>

Rewrite rules of context

<u>si/</u> ____ anything but name	→	<u>an</u> (general)
<u>si/</u> ____ anything but name	→	<u>an</u> (general)
<u>loc/</u> ____ anything but name	→	<u>sa</u>

Then:

S = an + serbésa + an + -in- + bakál + ko +
sa + sa'ód

S = an + serbésa + an + binakál + ko + sa +
sa'ód

If we drop the marker an we get

S = serbésa + an + binakál + ko + sa + sa'ód

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

PART II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Part II gives a number of additions to the basic Bikol sentence structures outlined in Part I of this section. This part, then, describes the formation of the plural in nouns, verbs and adjectives; presents the question and answer forms to the Bikol sentence types; and includes connectors, emphatic forms of demonstrative pronouns; dual pronouns, situation words, alternate command forms, adjectives in the superlative and comparative form and their use as verbs and nominals, the masculine and feminine endings of loan words borrowed from Spanish, and igwa/may sentence forms used to show existence and possession.

PLURALS

Nouns

The meaning of plural nouns in Bikol is the same as in English. In Bikol, however, a noun used without a plural marker may also carry plural meaning. To emphasize plurality, however, the plural marker must be used.

Noun plurals are formed by placing the word mga (the accepted and commonly used abbreviated form of mánga), before the noun that is to be pluralized.

Examples:

<u>laláki</u>	‘boy’	<u>mga laláki</u>	‘boys’
<u>áyam</u>	‘dog’	<u>mga áyam</u>	‘dogs’

The use of plural in verbs and adjectives is optional. When the plural is used it is to emphasize the plurality of the focus of attention.

Verbs

Verbs are pluralized by placing after the first syllable of the verb base a syllable consisting of r plus the vowel which appears in the first syllable of the base.

Example 1:

Binakál ko an lápis.

I bought a pencil.

Binarakál ko an mga lápis.

I bought pencils.

The first syllable of the base is ba from bakál. We add the r, bar ka and the vowel which appears in the first syllable of the base which is a

barakál

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Then we may form the past tense verb by the normal means of adding the infix -in-

binarakál

Example 2:

Pinundó ko an bisikléta.

I stopped a bicycles.

Pinurundó ko an mga bisikléta.

I stopped the bicycles.

Here again we start with the base which is pundó. We then add after the first syllable an r plus the vowel which appears in the first base syllable, in this case u

purundó

We can then make the past tense in the normal way and we have

pinurundó

Example 3:

Nagpíknik akó.

I picnicked.

Nagpiríknik kami.

We picnicked.

We take the base píknik and after the first syllable we infix an r plus the vowel in the first syllable which is i. Píknik then becomes

piríknik

We then form the past tense in the regular way and get

nagpiríknik

We may formulize this as -rV-.

Bases Beginning with a Vowel

The plural infix -rV- is infixed after the first vowel of the base.

Inibahán ko siyá.

I went with him.

Iniribahán ko sindá.

I went with them.

Bases Beginning with an l

If the base verb begins with an l then the plural infix is prefixed to the base.

Naglakáw siyá sa sa'ód.

He walked to the market.

Nagralakáw sindá sa sa'ód.

They walked to the market.

The Plural in Tenses Other Than Past

So far we have dealt with the plural only in past tense, but it can occur with any tense.

Past

Binarakál ko an mga lápis.

Pinurundó ko an mga bisikléta.

Nagpiríknik akó.

Iniribahán ko sindá.

Nagralakáw sindá sa sa'ód.

Present

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

The present tense is formed in the normal way for all of the forms except for those bases which begin with l.

Binabarakál ko an mga lápis.

Pinupurundó ko an mga bisikléta.

Nagpipiríknik kamí.

Iniiiribahán ko sindá.

Nagrarakákaw sindá.

For the bases that begin with l, it is the prefixed plural -rV- which is reduplicated and not the first syllable of the base.

Infinitive/Command

Barakalón mo an mga lápis.

Purudohón mo an mga bisikléta.

Magpiríknik kamó.

Iribahán mo sindá.

Magralakáw kamó sa sa'ód.

Future

Babarakalón ko an mga lápis.

Pupurudohón ko an mga bisikléta.

Mapiríknik kamí.

Maralakáw sindá.

Adjectives

Adjective plurals may be formed in two ways. If the adjective takes no prefix or if the prefix it takes is ha-, then the plural is formed in the same way as the plural of the verbs.

Binakál ko an dakúla'.

I bought a big one.

Binarakál ko an mga darakúla'.

BIKOL GRAMMAR NOTES

I bought the big ones.

Halangkáw an laláki.

The boy is tall.

Haralangkáw an mga laláki.

The boys are tall.

If the adjective, however, requires the ma- prefix, then the plural is formed by reduplicating the first syllable of the verb base.

Nahilíng ko an magayón na babáyi.

I saw a beautiful woman.

Nahirilíng ko an mga magagáyon na babáyi.

I saw beautiful women.

Stress Notes: Plural of adjectives taking a ma- prefix.

If the stress on the adjective base is on the first syllable, there is no change in stress after the formation of the plural.

ímot	maímot	an mga maiímot
	stingy	those who are stingy

If the stress on the adjective base, however, is on any syllable but the first, then the stress moves one syllable toward the front of the word after the formation of the plural.

gayón	magayón	an mga magágayon
	beautiful	those who are beautiful

Markers

si Class

The plural of si José is sa José. Sa José is best translated in English as 'Jose's group'. The plural of sí'isay is sá'isay.

ni Class

The plural of ni Pa'éng is na Pa'éng. Na Pa'éng is best translated as 'Pa'éng's group'. The plural of ní'isay is ná'isay.

ki Class

The plural of ki Tony is ka Tony. Ka Tony is best translated as 'Tony's group'. The plural of kí'isay is ká'isay.

loc Class

The plural of ki Marilyn is ka Marilyn. Ka Marilyn is best translated as 'at Marilyn's'. The plural of kí'isay is ká'isay.

The forms sá'isay, ná'isay and ká'isay are rarely used. Sí'isay, ní'isay and kí'isay are commonly used for the singular and the plural.

QUESTIONS

Questions in Bikol may be formed by changing the intonation pattern of a statement, or by the use of question words.

Intonation Change

‘Yes-No’ questions are signaled in Bikol by a change in intonation.

Inapód mo siyá is the statement ‘You called him.’

Inapód mo siyá? is the question ‘Did you call him?’

Question Words

There are two types of question words in Bikol: those which substitute for a part of the sentence, the part which will be occupied by the answer; and those which are added to the basic sentence pattern and call for answers which are added to the basic sentence pattern as well.

Questions Substituting for a Part of the Sentence

The Time Question: ‘When’

There are two time questions in Bikol, one relating to the past tense and one to the future.

In the following examples, the question given first is answered by what follows.

Káso-arín means ‘when’ past tense.

Káso-arín ka nagdumán sa Dá’et?

When did you go to Da’et?

Nagdumán akó sa Dá’et kan saróng aldáw.

I went to Da’et the day before yesterday.

No-arín means ‘when’ future tense.

No-arín ka madumán sa Sórsgón?

When are you going to Sorsogon?

Madumán akó sa Sorsogon sa aga.

I'm going to Sorsogon tomorrow.

The Locative Question: sa'ín 'where'

Sa'ín ka háli'?

Where did you come from?

Háli' akó sa sa'ód.

I came from the market.

The Personal Pronouns Question: the interrogative pronouns 'who' 'whom' are discussed with the individual pronoun groups.

The Possessive Question: The interrogative pronoun 'whose' is discussed with the possessive phrases.

The Number Questions:

pirá 'how many'

Pirá an binakál mo?

How many did you buy?

Anóm an binakál ko.

I bought six.

Piráng bóte an binakál mo?

How many bottles did you buy?

Anóm na bóte an binakál ko.

I bought six bottles.

gurá'no 'how much'

Gurá'no an kílo kan uríg?

How much is a kilo of pork?

Trés singkuénta an kílo kan uríg.

A kilo of pork is three fifty.

The Demonstrative Pronoun Questions:

áno 'what'

Áno an binakál ni Rómy?

What did Romy buy?

Lápis an binakál niyá.

He bought a pencil.

or

Iní an binakál niyá.

This is what he bought.

Nagbakál ka nin anó?

What did you buy?

Nagbakál akó nin serbésa.

I bought beer.

or

Nagbakál akó kainí.

I bought this.

arín ‘which’

Arín an pulá?

Which is the red one?

Iyán an pulá.

That is the red one.

Question Words Added to the Basic Sentence Pattern

tá’no ta ‘why’

Tá’no ta nagdigdí ka?

Why did you come here?

Nagdigdí akó ta inapód mo akó.

I came here because you called me.

The Answers Yes and No

Verbal Sentences: The answer ‘yes’ is iyó, the answer ‘no’ is da’í.

Nagdumán ka sa Bá’ao?

Did you go to Baao?

Iyó./Da’í.

Inapód mo si José?

Did you call Jose?

Iyó./Da’í.

Nagbakál ka nin serbésa?

BIKOL GRAMMAR NOTES

Did you buy beer?

Iyó./Da'í.

Equational Sentences: The answer 'yes' is iyó, the answer 'no' is bakó'.

Iká an nagdumán sa Bá'ao?

Was it you who went to Baao?

Iyó./Bakó'.

Si José an inapód mo?

Was it Jose who you called?

Iyó./Bakó'.

Iní an binakál mo?

Is this what you bought?

Iyó./Bakó'.

Maéstro si Cárlos?

Is Carlos a teacher?

Iyó./Bakó'.

Magayón siyá?

Is she pretty?

Iyó./Bakó'.

Igwá/may Sentences: The answer 'yes' is igwá, the answer 'no' is máyo'.

Igwá kang lápis?

Do you have a pencil?

Igwá./Máyo'.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

May lápis ka?

Do you have a pencil?

Igwá./Máyo’.

The answer ‘yes’ to these sentences may also be iyó.

Igwá kang lápis?

Iyó.

May lápis ka?

Iyó.

Gústo Sentences: The answer ‘yes’ is iyó, the answer ‘no’ is habó’.

Gústo mong ice cream?

Do you want ice cream?

Iyó./Habó.

If we include a pronoun or a phrase after either gústo or habó’ we may use either the si or the ni class.

<u>gústo ko</u>	or	<u>gústo akó</u>	I like/want
<u>habó’ ko</u>	or	<u>habó’ akó</u>	I don’t like/want

<u>gústo si Máгно</u>	or	<u>gústo ni Máгно</u>	Magno likes/wants
<u>habó’ si Daísy</u>	or	<u>habó’ ni Daísy</u>	Daisy likes/wants

The Command Negative: ‘don’t’

We use the negative da’í and the infinitive form of the verb.

Da’í ka magsíne.

Don’t go to the movies.

Da’í mo subli’ón an lápis niyá.

BIKOL GRAMMAR NOTES

Don't borrow his pencil.

COMMON CONNECTORS

Connectors serve the purpose of connecting one complete sentence to another complete sentence.

ta 'because'

Inapód ko siyá.	I called him.
Maháli' na kamí.	We're about to leave.

Inapód ko siyá ta maháli' na kamí.
I called him because we're about to leave.

The connector kon supplies an element of doubt and is translated as 'if' or 'when' depending on the tense of the verb that follows.

If the speaker is more interested in the possibility that something may happen, he uses the infinitive form of the verb.

Maháli' akó.	I will leave.
Magdigdí ka.	You come here, (Inf/Com form)

Maháli' akó kon magdigdí ka.
I will leave if you come here.

If the speaker wishes to imply that something will happen, he uses the future form of the verb.

Maháli', akó.	I will leave.
Madigdí ka.	You will come here.

Maháli' akó kon madigdí ka.
I will leave when you come here.

The verb base hapót 'to ask' always takes the connector kon.

BIKOL GRAMMAR NOTES

Hapotón mo siyá kon maháli' na siya?

Ask him if he's leaving.

Hapotón mo siyá kon sí'isay an magdigdí.

Ask him who came here.

saká, sagkód and asin 'and'

Saká and sagkód are used interchangeably to mean 'and'. Ásin is used in formal situations, on the radio and in writing.

Magdigdí ka.

Come here.

Magbakál ka nin
gátas.

Buy milk.

Magdigdí ka saká magbakál ka nin gátas.

Come here and buy milk.

na 'that'

Sinábi ko saíya.

I told her.

Makakán na kitá.

We're about to eat.

Sinábi ko saíya na makakán na kitá.

I told her that we are about to eat.

If the pause before the start of the second sentence is short, and the word that precedes the connector na ends in a vowel, then it is common for the na to become -ng.

Sinabíhan ko siyáng magkakán na kitá.

I told her that we are about to eat.

ta ngáni 'so that' 'in order to/that'

Ta ngáni is followed by a sentence with the verb in the infinitive, and is linked to that sentence by -ng.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Nagdigdí akó.	I came here.
Subli'ón ko an lápís mo.	(I) to borrow your pencil.

Nagdigdí akó ta ngáning subli'ón ko an lápís mo.
I came here in order to borrow your pencil.

The ko in subli'ón ko an lápís mo may be omitted. If it is, then it will be understood that the person referred to in the first sentence will be the person referred to in the second

Nagdigdí akó ta ngáning subli'ón an lápís mo.

COMPOUNDS

We have already shown how saká, sagkód and asín are used as connectors to tie together two sentences.

They may also be used to tie together phrases, making a compound phrase.

Inapód ko si Cárlos saká si Mágno.

I called Carlos and Magno.

Halangkáw sagkód matabá si Tótoy.

Totoy is tall and fat.

Masirám an linúto' saká an isinérbe mo sakúya'.

What you cooked and served to me was delicious.

PRONOUNS

Demonstrative Pronouns, Emphasis

To make the emphatic form of demonstrative pronouns serving as modifiers we reduplicate the demonstrative pronoun desired, placing one before the word modified and linked to it by -ng/na, and one after.

The following are regular forms of demonstrative pronoun modification:

An libróng iní.	This book.
An lápis na iní.	This pencil.
Iníng libró.	This book.
Iníng lápis.	This pencil.

To make the emphatic form, we combine the two:

Iníng libróng iní.	This very book.
Iníng lápis na iní.	This very pencil.

In some dialects of English, we may even get:

This here book.
This here pencil.

We may also have:

Iyán na libróng iyán.	That very book.
Iyán na lápis na iyán.	That very pencil.
Itóng libróng itó.	That very book.
Itóng lápis na itó.	That very pencil.

Demonstrative Pronouns Combined with iyó

Bikol has a set of demonstrative pronouns which combine the word iyó 'yes' with iní, iyán or itó to mean 'here it is', 'there it is' or 'there it is (further than iyán)'. These demonstratives sometimes are spoken in uncombined form.

Iyó iní. Here it is.

BIKOL GRAMMAR NOTES

Iyó iyán.	There it is.
Iyó itó.	There it is (further than <u>iyó iyán</u>)

But they are more common in combined form.

Iyó iní	= uní
Iyó iyán	= uyá
Iyó itó	= utó

Demonstrative Pronouns with yá'on

In the Bikol spoken in Naga, the word yá'on is usually used with the regular series of demonstrative pronouns for the locative phrase to give the meaning of 'over here', 'over there' and 'over there (farther)'.

Yá'on digdí.	Over here.
Yá'on diyán.	Over there.
Yá'on dumán.	Over there (farther than <u>yá'on diyán</u>).

There is, however, a special series of demonstrative pronouns which convey the same meaning without using the locative series. The frequency of this group depends upon the dialect area.

Aní'on.	Over here.
Yá'on.	Over there.
I tó'on.	Over there (farther than <u>yá'on</u>).

The forms of the above series parallel closely the regular series:

iní
iyán
itó

Dual Pronouns with ni

When two people are being referred to, or two people are doing something together, this may be expressed by using a plural pronoun plus the name of one of the people. The name is introduced by a focus marker of the ni class.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

This type of structure is usually used when one of the people is known and the other is being mentioned for the first time.

Magdumán kami ni Rómy sa báybáyon.

Romy and I went to the beach.

Sa'ín kamó ni Fred madumán?

Where are you and Fred going?

Sindá ni Daísy an nagdigdí.

She and Daisy came here.

BIKOL EQUIVALENTS TO ENGLISH PREPOSITIONAL PHRASES

Bikol phrases with English prepositional phrase translations fit into the following forms.

sa _____	kan _____	
gílíd	lamésa	'at the edge of the table'
katá'id	haróng mi	'next to our house/beside our house'
atubángan	simbáhan	'in front of/before the church'
likód	sa'ód	'behind the market'
inótan	kámposáto	'just before (you come to) the cemetery'
bályo	sálog	'across/on the other side of the river'
táhaw	salóg	'in the middle of the floor'
iráraom	sílya	'under the chair'
ibábaw	refrigerator	'on top of the refrigerator'
tangá'	duwáng kandíla	'between the two candles'

For 'near' in location we say:

sa may

with no kan marker.

Sa may munisípio.

Near the town hall.

SITUATION WORDS

Situation words or sentence adjuncts add meaning to the utterance and are often idiomatic.

mabalós In the context 'thank you for'.

To say 'thank you for' in Bikol we may use either the phrase mabalós dumán sa or mabalós kan.

Mabalós dumán sa itina'ó mo sakó'.

Thank you for what you gave me.

Mabalós kan súrat mo.

Thanks for your letter.

po' The polite word 'sir'.

kamó The polite singular of 'you'.

Po' is generally used in the Naga dialect of Bikol and those dialects to the north toward Manila. In the dialect areas to the south it is really heard.

When po' is used in direct address it is usually accompanied by the polite form of kamó 'you' identical in form to the plural.

Mas a'ín ka?

Where are you going?

Masa'ín po' kamó?

Where are you going (polite)?

Where are you going, sir?

gayód 'probably'

Anó an inaadálan niyá?

What is he studying?

Bíkol gayód.

Perhaps Bikol.

Bikol, probably.

garó 'it seems', 'I guess'

Garó can generally be explained by the expressions 'it seems' and 'I guess'.

Sí'isay an pigsusurátan niyá?

To whom is he writing?

Garó si mga magúrang niyá.

It seems like to his parents.

I guess it's to his parents.

Sí'isay an pigsusurátan niyá?

To whom is he writing?

Máyo' man garó.

It seems like to no one.

To no one, I guess.

bagá

Bagá is one of the most commonly used words in Bikol. The range of meaning in English varies greatly, often expressed by a change in intonation rather than a single word.

In answer to the question:

Sinabíhan mo na si Fély na nagpulí' sindá?

Did you already tell Fely that they went home?

We may say iyó, just 'yes'.

If we say iyó bagá, we may imply the following meanings.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Sure I did.

Yeah.

You know I did.

In the sentence: Sí'isay an nagsábi kaiyán?

The meaning is: 'Who said that?'

If we add bagá (Sí'isay bagá an nagsábi kaiyán?) the closest English translation would be 'Who in the world said that?'

We may answer Si Jím 'It was Jim', or 'Jim'.

With bagá (Si Jím bagá) we get the following possible translations:

You know it was Jim.

Why, it was Jim.

Don't you know it was Jim?

With other sentences bagá may carry the following meanings:

Digdí ka bagá nagtutúkaw.

This is where you're supposed to be sitting.

Don't you know that this is where you are to sit?

Basá'-bása' ka bagá.

My goodness, you're wet.

Boy, are you wet.

kayá' 'that's why', 'for that reason'

Kayá' when included in a sentence, emphasizes the reason for something happening:

Tá'no ta da'í ka nagdumán?

Why didn't you go?

Iká kayá'.

It's because of you.

Because of you, that's why.

Tá'no ta binabása mo iyán?

Why are you reading that?

Nagaádal kayá' akó.

I'm studying, that's why.

It's because I'm studying.

May test kitá sa aga, kayá' nagaádal akó.

We have a test tomorrow, therefore, I'm studying.

daw

Daw is usually used with commands. It does two things. It makes the command more polite and it indicates that the intention is for another to do something in addition to the one presently doing it, or after the one presently doing it has finished.

Akó man daw.

Let me do it now, please.

Hilingón ko daw.

Let me see, too, please.

Iká na daw an magbómbo sa grípo.

I guess it's now your turn to pump.

Iká daw an magbakál nin gátas.

It's up to you now to buy the milk.

da'á

The word da'á indicates that the sentence in which it is included is reported speech, and that it did not originate with the speaker who is relating it.

In English we must include the original someone who made the statement as 'someone says/said' or 'it is said that'.

Malípot da'á.

Someone said it was cold.

Cóke da'á.

Someone wants coke.

Gústo da'á niyáng ice cream.

He says he wants ice cream.

Tá'no da'á ta da'í ka nagdigdí káso-udmá'.

Someone asked why you didn't come yesterday.

Sí'isay da'á an nagbakál nin gátas.

Someone asked who bought milk.

árog 'like this', 'like that', etc.
síring

Árog and síring are used very commonly in conversation. They refer to something being like something else.

When a comparison is made, the focus marker comes from the ki class.

<u>árog</u>	<u>kainí</u>	<u>síring</u>	<u>kainí</u>	like	this
	<u>kaiyán</u>		<u>kaiyán</u>		that
	<u>kaitó</u>		<u>kaitó</u>		that

Gústo kong saróng árog kainí.

I want one like this.

Gústo kong duwáng síring kainí.

I want two like this.

Árog siyá kan maéstro ko.

She is like my teacher.

Síring siyá ki Bill.

He's like Bill.

mála To mean 'it's up to you' with the locative.

Madumán kitá sa Legázpi?

Will we go to Legazpi?

Mála saímo.

It's up to you.

Puéde kang magsíne?

Can you go to the movies?

Mála sa mga magúrang ko.

It's up to my parents.

To mean 'due to'.

Mála ngáni ta iní, da'í akó' nakakapulí.

Due to this, I can't go home.

Mála ngáni ta may apóintment akó, da'í puéde akóng magibá saímo.

Due to the fact that I have an appointment, I can't go with you.

To mean 'that's it'.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Da'í ka puédeng magibá ta may apóintment ka?

You can't come because you have an appointment?

Mála iyán.

That's it.

You've hit it on the head.

It's due to that.

patí 'including', 'too', 'also', 'even', and in idiomatic usage.

Patí may mean 'too' or 'also'.

Halí'on mo an báso.

Remove the glass.

Halí'on mo patí an pláto.

Also remove the plate/remove the plate, too.

Patí may mean 'even'.

Halí'on mo patí an mga kutsílyo.

Even remove the knives.

Patí may mean 'including'.

Halí'on mo an mga báso, patí an malínig.

Remove the glasses, including the clean ones.

Patí in idiomatic usage expresses surprise that beside what is known about someone or something, there is something else in addition.

Pighalát mo si José?

Did you wait for Jose?

Da'í. Máyo' akóng óras.

BIKOL GRAMMAR NOTES

No. I didn't have any time.

Da'í mo siyá pighalát, amígo mo patí.

You didn't wait for him, and he's your friend.

Bistó mo si Mr. Réyes?

Do you know Mr. Reyes?

Da'í.

No.

Da'í mo siyá bistó, príncipal ta patí.

You don't even know him, and he's our principal.

Iní an maéstro ko, Madúnong siyá, magayón patí.

This is my teacher. She's intelligent, and she's beautiful, too.

tábi

'please'

Tábi to connote politeness may be added to any sentence. It is often used with questions and commands.

Bantayán mo tábi an maléta ko.

Please watch my suitcase.

Sí'isay tábi an sasabíhon ko?

Who should I say is here?

Abotán tábi an túbig.

Please pass the water.

ngáni

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Ngáni is used commonly to soften commands. It is more informal than tábi and is heard commonly in conversations among friends.

In certain contexts it may approximate the English: 'Why don't you try...'.
Namítan mo ngáni iníng manggáng iní?

Why don't you try this mango?

Hapotá ngáni siyá kon igwá siyáng pósporo.

Ask if he's got some matches (if you can).

Digdí ka ngáni.

Why don't you come on over here?

Ngáni for confirmation

Nagtutukdó' ka sa Céntral?

You teach in the Central School?

Iyó ngáni.

Yes, that's right.

That's a fact.

Da'í siyá nakadigdí ta may apóintment siyá.

She couldn't come here because she's got an appointment.

Kayá' ngáni.

So that's why.

So that's the reason.

Ngáni with maráy 'it's good that'

Maráy ngáni ta da'í ka nahúlog.

It's good that you didn't fall.

Maráy ngáni ta da'í nagurán.

It's good that it didn't rain.

man 'too' or 'also' and to lessen impact of commands and negatives.

Man may be used to mean 'too' or 'also'.

Nagibá akó ki Bill. Nagsa'ín ka?

I went with Bill. Where did you go?

Nagibá man akó.

I also went along.

Man may also be used to lessen the impact of negative answers.

Halóy ka nang naghahalát?

Have you been waiting a long time?

Da'í pa man.

Not so (long).

Man in combination with tábi is used to soften commands.

Hapotón man tábi siyá kon igwá siyáng sigarílyo.

Please ask him if he's got a cigarette.

lalo 'more so/even more'

Lalo conveys the meaning of excessiveness when two things are compared with one another.

The general meaning in English is 'more so' or 'even more', but for specific contexts it is sometimes better to translate it as 'it's even worse' or 'it's even better'.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

lálo with the locative

Mahál iyán sa Maníla’.

That’s expensive in Manila.

Lálo na digdí sa Nága.

It’s even more so in Naga.

Maalpóg sa itá’as.

It’s dusty upstairs.

Lálo na sa ibabá’.

It’s even worse down stairs.

lálo with the si class

Halangáwon si Boy.

Boy is very tall.

Lálo na si Jím.

Jim is even more so.

Madáldál an mga laláki.

The boys are talkative.

Lálo na an mga babáyì.

The girls are even worse.

lálo with kon

Dipísil magádal kon malípot.

It’s hard to study when it’s cold.

Lálo na kon maínit.

It's even worse when it's hot.

Dipísil magádal kon may apóintment ka.

It's hard to study if you have an appointment.

Lálo na kon may probléma.

It's worse if you have a problem.

Palán

Palán can be translated in English only through the context of the sentence in which it is found.

In general palán implies surprise recognition. The following examples will give some idea as to the basic meaning.

Sáimong lésson plan iní?

Is this your lesson plan?

Bakó' sakó' iyán.

No, it's not mine.

Kí'isay palán iní?

Whose is it then?

Ki Bóyet.

Boyet's.

The sentence Kí'isay palán iní implies the English sentence: 'Well if it's not yours, whose is it then?'

Sí'isay an madumán sa sa'ód?

Who's going to go to the market?

Iká palán.

It's you.

The sentence iká palán implies the English meaning: 'It's you, not anyone else'.

Sa'ín an bóteng ibinugták ko digdí kaso-udmá'?

Where's the bottle that I put here yesterday?

Diyán sa gílid.

There at the edge.

Ah, diyán palán.

Oh, so it's there.

Diyán palán implies the meaning: 'So that's where it is'.

lugód

In common usage, lugód means that a decision has been reached due mainly to circumstances that are not within the control of the one who made the decision.

Mapu'ón na an síne.

The movie is about to start.

Mos na lugód.

Let's go then.

Maibá ka sakó'?

Will you go with me?

Iyó, maibá lugód akó saímo ta máyo' akóng kaibánan digdí.

Yes, I'll go with you because I have no companion here.

or

Yes, I decided to go with you because I have no companion here.

In another meaning, the closest English translation is 'it is found that' due again to circumstances that the affected person cannot control.

Da'í lugód niyá naiintindihán ta kaskasón si pagtarám ko.

She doesn't understand because I speak very fast.

or

It is found that she doesn't understand because I speak very fast.

In one further expression, lugód may be used to hope that something you have no control over will or will not happen.

Da'í man lugód magurán.

May it not rain.

or

I hope that it doesn't rain.

báka' To mean 'maybe' or 'might'

tibá'ad

segúro

To express the possibility that something might happen in the future we may choose either báka', tibá'ad or segúro.

If we choose baká' or tibá'ad then we must use the infinitive form of the verb.

Báka' mahúlog ka.

You might fall.

Tibá'ad ka'í ka makapulí' ta naguurán.

You might not be able to go home because it's raining.

If we chose segúro then we must use the future tense of the verb.

Segúro mahuhúlog iyán.

That might fall.

Segúro da'í ka makakapulí' ta naguuran.

You might not be able to go home because it's raining.

If we wish to express the possibility of why something did not happen or why something is not happening then we may use either báka', tibá'ad or segúro with the verb in either the past or the progressive tense.

Báka' da'í siyá nahúlog.

Perhaps she didn't fall.

Tibá'ad da'í na siyá nakakadigdí ta bísi siya na maráy.

Perhaps she isn't able to come here any more because she's very busy.

Segúro si Boy an nakabakál kaitó.

Perhaps Boy was able to buy that.

kaipóhan 'need to', 'must', 'have to'

Kaipóhan, which is similar in meaning to the English 'need to' or 'have to', occurs followed by a verbal or by a nonverbal phrase or a sentence.

If kaipóhan is followed by a nonverbal phrase, the noun or pronoun which follows it is from the ni. class phrase.

Kaipóhan ni Bill an papél.

Bill needs a sheet of paper.

Kaipóhan ko an báso.

I need a glass.

Kaipóhan kan maéstro ko an salmíng.

My teacher needs glasses.

If kaipóhan is followed by a verbal phrase, then the noun or pronoun which follows is introduced by a marker of the ni. class and is connected to the verbal phrase with the connector -ng/na.

Kaipóhan ni Bill na magdumán sa Legázpi.

Bill has to go to Legazpi.

Kaipóhan kong magádal nin Bíkol.

I must study Bikol.

Kaipóhan kan maéstro kong magsalmíng.

My teacher needs to wear glasses.

If kaipóhan is followed by a sentence, then there is no connector, and the markers are chosen in the regular way depending on the verb affix and the focus of attention desired.

Kaipóhan magdumán sa Legázpi si Bíll.

Bill has to go to Legazpi.

Kaipóhan magádal akó nin Bíkol.

I must study Bikol.

Kaipóhan magsalmíng an maéstro ko.

My teacher need to wear glasses.

Kaipóhan gamíton ni Bill an lápis ko.

Bill has to use my pencil.

Kaipóhan adálan ko an lesson 12.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

I must study lesson 12.

Kaipóhan gamítan kan maéstro ko an salmíng.

My teacher needs glasses.

dápat 'should', 'ought to'

To express the meaning 'should' or 'ought to' in Bikol we use the word dápat followed by the infinitive form of the verb.

Dápat magbakál akó nin serbésa.

I ought to buy beer.

Dápat magdumán ka sa Legázpi.

You should go to Legazpi.

Dápat magádal si Bóyet ta hababá' an márka niyá.

Boyet ought to study because his marks are low.

Dápat bisitáhon ta si Émma sa ospitál.

We should visit Emma in the hospital.

Dápat bakalón mo an papél ta máyo' na sa aparadór.

You ought to buy paper because there is no more in the cabinet.

Dápat sometimes also carries the meaning of 'must' the stronger version of 'should' or 'ought to'.

kutá'

For the meaning 'I would have done something but' we use the future tense of the verb, the word kutá' and the connector kundí' which means 'but'.

Madigdí kutá' akó kundí' nagurán.

I would have come but it rained.

Mabakál kutá' akó nin serbésa kundí' máyo' akóng kuárta.

I would have bought beer but I had no money.

Iyó kutá' means 'I would have'. The sentence which follows contains the reason why you couldn't and is introduced by kundí'.

Húna' ko mabalík ka túlos.

I thought you were coming right back.

Iyó kutá', kundí' nagsímbo pa akó.

I would have, but I still went to the movies.

Instead of kundí', we may also use the Spanish loan word péro.

For the meaning 'I would have if' we use the past tense of the verb, the word kutá' and the connector kon which means 'if'.

Nagdumán kutá' akó kon yá'on ka.

I would have gone if you were there.

Nagbakál kutá' akó nin serbésa kon may kuárta ako.

I would have bought beer if I had money.

máski 'which ever', etc., 'even if it's'

When máski is used in a sentence, the speaker is expressing the fact that he is not particularly interested in the outcome nor the selection of what is being referred to in the conversation.

Máski combines with most of our question words.

máski sí'isay

whom ever

máski anó

whatever

máski arín

which ever

máski sa'ín

wherever

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

Máski combines also with adjectives for the meaning 'even if it is'.

<u>máski sadít</u>	even if it's small
<u>máski itóm</u>	even if it's black

Or with nouns and pronouns.

<u>máski akó</u>	even if it's me
<u>máski si Bóy</u>	even if it's Boy

<u>émbes na</u>	'instead of'
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Émbes na is followed by a verb phrase with the verb in the infinitive form. This in turn is followed by a sentence.

The verb phrase indicates the action that was not done, and the sentence indicates the action that was done instead.

Émbes na magsíne ka, magdumán ka sa Legázpi.

Instead of going to the movies, go to Legazpi.

Émbes na magsíne si Cárlos, nagdumán siyá sa sa'ód.

Instead of Carlos going to the movies, he went to the market.

Émbes na gamítan mo a lapis gamítan mo an ball pen.

Instead of using a pencil, use a ball pen.

Émbes na kakanón ni Bill an mángga, kinakán niyá an batág.

Instead of Bill eating a mango, he ate a banana.

It is also common to have reversed word order in the verbal phrase.

Instead then of having:

Émbes na magsíne akó.

We may have:

Émbes na akó magsíne.

dáwa'

'even if'

Dáwa' is followed by a verb phrase with the verb in the infinitive form. This in turn is followed by a sentence with the future verb form.

The verb phrase indicates the action that may occur. The sentence indicates the action that will occur regardless of the action contained in the verb phrase.

Dáwa' maghibí' ka, da'í akó maibá saímo.

Even if you cry I won't go with you.

Dáwa' magurán, madigdí akó.

Even if it rains, I'll come here.

Dáwa' subli'ón mo an lápis ko, masúrat akó saímo.

Even if you borrow my pencil, I'll write to you.

It is also common to have reversed word order in the verb phrase.

Dáwa' maghibí' ka.

May also be:

Dáwa' ka maghibí.

apisár na

'in spite of'.

Apisár is followed by two sentences, each of which is inflected for the tense necessary to convey the meaning desired.

Apisár na tinukdo'án ko siyá, may zéro man giráray siyá sa tést.

In spite of the fact that I taught her, she got a zero on the test again.

Apisár na nakákatarám akó nin Bíkol, da'í ko pa naiintindihán an sinasábi kan gabós na táwo.

In spite of the fact that I can speak Bikol, I still can't understand what everyone is saying.

Apisár na mapalegázpi akó, aabotán ko an pu'ón kan síne.

In spite of the fact that I will be going to Legazpi, I'll still get to the movie (in time for) the start.

puéra or 'besides', 'in addition to'
puéra pa

Puéra or puéra pa is used mainly with objects not with verbal sentences. The object is introduced by a marker of the ki or loc class.

For the demonstrative pronoun, however, we use the ki class series: kainí, kaiyán, kaitó'.

Puéra sakó', igwá ka pang saróng bisíta.

Besides me, you still have one more visitor.

Puéra sa mga laláki, madiédí man an mag babáyí.

Besides the boys, the girls will also come here.

Puéra ki Mr. Réyes, má'nang ibáng maéstro.

Besides Mr. Reyes there is no other teacher.

Puéra kaiyán, máyo' na akóng isasábi.

Besides that I have nothing more to say.

básta 'as long as', 'whenever'

Básta, in most of its uses takes on the meaning of 'as long as' in English. When it is followed by a verbal phrase the verb is in the infinitive.

Básta may kakánon, madumán akó sa haróng nindó.

As long as there's food, I'll go to your house.

Básta magkawat kitá nin básketbál, maíba akó saímo.

As long as we play basketball, I'll go along with you.

There are certain contexts, however, where básta is better translated as 'whenever', although the meaning 'as long as' may also be used. In these cases, it is the progressive form of the verb that is used.

Básta akó nagaádal, tinetelépono akó kan mga amígo ko.

Whenever I'm studying, I get called on the telephone by my friends.

Puéde

Puéde conveys the meaning of 'can I', 'may I', 'is it possible to' and like phrases and, is commonly used to make requests on any polite level.

It is connected to the following sentence with the connector -ng/na if it is directly followed by the verb.

If it is followed by an actor, then the linker follows the actor, the verb in the sentence following puéde is in the infinitive.

Puédeng magdigdí ka sa ága?

Can you come here tomorrow?

Puéde.

That will be fine.

Puédeng magbakál si Bill nin gátas?

Can Bill buy milk?

Puéde.

Sure.

Puédeng magbisíta akó?

May I visit?

Puéde.

Of course.

Puédeng patosón mo an pansít?

Could you please wrap the pansit?

Puéde.

OK.

Puédeng gamítan ko an lápís mo?

May I use your pencil?

Puéde.

Certainly.

Puédeng subli'ón ni Bill an lápís mo?

Is it all right for Bill to borrow your pencil?

Puéde.

Of course.

Puéde where the actor in the following sentence precedes the verb.

Puéde kang magdigdí sa ága?

Puéde.

Puéde si Bill na magbakál nin gátas.

Puéde.

Puéde akóng magbisíta?

Puéde.

Puéde mong patosón an pansít?

Puéde.

Puéde kong gamítan an lápís mo?

Puéde.

If there is no actor stated in a sentence with puéde, then it is assumed that the speaker is making the request for himself.

Puédeng gamítan an lápís mo?

May (I) use your pencil?

Puédeng magbisíta?

May (I) visit?

Puéde is sometimes followed by a noun or pronoun introduced by a marker of the si class for the meaning that 'something will do'.

Puéde ka?

Can you?

Puéde ini?

Will this do?

tata'ó and 'to know'
áram

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

On the extreme ends of a comparison between tata'ó and áram we may state the following differences. Tata'ó deals with knowledge that has taken some degree of work and exertion to learn. Examples include sentences like 'Do you know how to swim?', 'Do you know how to speak Bikol?', etc.

Áram deals with knowledge of a more transitory nature which comes to the speaker with little effort on his own part. This includes sentences like 'Do you know how much a kilo of pork is?', 'Do you know why she left?', etc.

There are cases, however, where the difference between tata'ó and áram is minimal.

If we ask: Do you know where Emma's house is?

We may say: Tata'ó ka kan haróng ni Émma?

or: Áram mo kon sa'ín an haróng ni Émma?

For the first we might say in English: Do you know Emma's house?

For the second: Do you know where Emma's house is?

Tata'ó with Verbal Sentences

Tata'ó takes a noun or pronoun of the si class.

tata'ó si Boy

Boy knows

tata'ó ka

you know

tata'ó an maéstro mo

your teacher knows.

When we have a verbal phrase following tata'ó, the verb is always in the infinitive form and is tied to the tata'ó phrase with the -ng/na connector.

Tata'ó si Boy na magtarám nin Bikol?

Does Boy know how to speak Bikol?

Tata'ó kang maglangóy?

Do you know how to swim?

Tata'ó an maéstro mong magdigdí?

Does your teacher know how to come here?

Tata'o with Non-Verbal Phrases

If what follows the tata'ó phrase does not contain a verb then we use no linker but a marker of the ki class, usually the specific marker kan.

Tata'ó ka kan haróng ni Mr. Réyes?

Do you know Mr. Reyes' house?

áram

Áram takes a noun or pronoun of the ni class phrase.

áram ni Bill

Bill knows

áram mo

you know

áram kan maéstro mo

your teacher knows.

The áram phrase is connected to the sentence which follows it with the linker kon meaning 'if' or 'when'.

Áram mo kon no-arín siyá maháli'?

Do you know when she's leaving?

Áram ni Bill kon tá'no ta nagsíne siyá.

Bill knows why she went to the movies.

Áram kan maéstro mo kon kí'isay na lápis iní.

Your teacher knows whose pencil this is.

IGWÁ/MAY SENTENCES

The igwá/may sentences show neither equation nor action, but simply try to describe a relationship between two things. This relationship for some of the igwá/may sentences may be looked upon as possession.

For another group of igwá/may sentences the relationship may be expressed as simply a statement of existence.

Possession:

May lápís akó.
Igwá akóng lápís.

I have a pencil.

May apat na bitis an tukawan.
Igwang apat na bitis an tukawan.

The chair has four legs.

We can substitute any part of our noun phrase following igwá or may. Above, we have used the noun. Below we will use the verb phrase and the adjective phrase.

The adjective phrase:

May magayón akó.
Igwá akóng magayón.

I have a beautiful one,

The verb phrase:

May pighahalát akó.
Igwá akóng pighahalát.

I'm waiting for someone.

I have someone I'm waiting for.

When the relationship expressed by the igwá/may sentence is one of possession, then the possessor is introduced by a si class marker. The thing that is possessed is not introduced by any marker at all.

When the thing possessed is included in the sentence as a verb phrase then the base must take an affix which places the focus of attention on the receiver of the action, or the object: either -on, i- or -an depending upon the verb class. The object, however, does not appear in the sentence.

May pighahalát si José. Jose has someone he is waiting for.

Igwáng pighahalát si José.

The word 'someone' which appears in the English translation, does not appear in the Bikol.

This fits out general rules of marker selection.

When the base affix is either -on, i- or -an then the pair of markers chosen are from the si and ni class. The si class focus marker here is with Jose and the ni class is the 'someone' which does not appear in the sentence, but is implied.

Existence:

May lápís.

There is a pencil.

Igwáng lápís.

We can substitute any part of the noun phrase following igwá or may. Above, we have used the noun. Below we will use the verb phrase and the adjective phrase.

The adjective phrase:

May magayón.

There is a beautiful one.

Igwáng magayón.

The verb phrase:

May naghahalát.

Someone is waiting.

Igwáng naghahalát.

When the relationship expressed by the igwá/may sentence is a statement of existence, then the thing which 'exists' is not introduced by any focus marker.

When the thing which exists is included in the sentence as a verb phrase, then the base must take the affix which places the focus of attention on the actor, namely the mag- prefix, whether the meaning carried is transitive or intransitive. The actor, however, does not appear in the sentence.

May naehahalát.

Someone is waiting.

The word 'someone' which appears in the English translation, does not appear in the Bikol.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

The verb phrase which is included in the igwá/may sentence which shows existence may be either transitive or intransitive.

May Someone's waiting.
naghahalát.

May naghahalát Someone's waiting for Jose.
ki José.

May Someone's buying (what is being bought is
nagbabakál. implied in the context of the conversation).

May Someone's buying cigarettes.
nagbabakál nin
sigarilyo.

When the verb is transitive, then we apply our regular rules of marker selection.

When the base affix is mag-, then the pair of focus markers chosen are from the si and the ki class. The ki class phrase in the above examples are ki José and nin sigarilyo.

The si class is the 'someone' who is doing the waiting or the 'someone' who is doing the buying.

Modification with Igwá/May Sentences

We apply our regular rules of modification to our noun phrases which appear in the igwá/may sentences.

Possession:

May lápis na pulá akó. I have a red pencil.
Igwá akóng lápis na pulá.

May magayón na autó I have a beautiful car.
akó.
Igwá akóng magayón na
auté.

May pighahalát na babáyi I'm waiting for a girl. (I have a girl
akó. I'm waiting for.)
Igwá akóng pighahalát na
babáyi.

Existence:

May lápis na pulá.	There is a red pencil.
Igwáng lápis na pulá.	

May magayón na babáyi.	There is a beautiful girl.
Igwáng magayón na babáyi.	

May naghahalát na babáyi.	There is a girl waiting.
Igwáng naghahalát na babáyi.	

May naghahalát na laláki	There's a man waiting for Jose.
ki José.	

May nagbabakál na laláki	There's man buying cigarettes.
nin sigarílyo.	

The Difference Between Igwá and May

There is no difference in meaning between igwá and may. The difference lies in form.

To make this difference clearer we will show both sentences side by side so that only the difference between them will be emphasized. To do this, we will separate igwáng into its two constituent parts which in speech naturally join together: igwá and nin.

Possession:

Igwá nin lápis si José.	Igwá akó nin lápis.
May lápis si Jose'.	May lápis akó.

Igwá nin pighahalát si José.	Igwá akó nin pighahalát.
May pighahalát si José.	May pighahalát akó.

Igwá nin magayón si José.	Igwá akó nin magayón.
May magayón si José.	May magayón akó.

Existence:

Igwá nin lápis.

May lápis.

Igwá nin magayón.

May magayón.

Igwá nin naghahalát.

May naghahalát.

Igwá nin naghahalát ki José.

May naghahalát ki José.

Igwá nin naghahalát na laláki ki José.

May naghahalát na laláki ki José.

Based on form, the presence of nin in sentences which take igwá indicate somewhat of a verbal relationship which is most similar to our verbal sentences where there is a focus of attention introduced by a si class marker, and another phrase which is not the focus of attention introduced either by a ni or ki class marker, depending upon the verb affix.

Based also on form, the lack of any marker in sentences which take may, indicate somewhat of an equational relationship which is most similar to our equational sentences, where two things are set equal to one another.

But based on meaning and function in the language, there is no difference between the two. The only restrictions are restrictions in form. Igwá must be accompanied by nin. May is accompanied by nothing.

ALTERNATE COMMAND FORMS

Bikol has two sets of command forms which focus attention on the object. One of these is used if the pronoun is stated in the sentence, and the other is used if the pronoun is not stated.

Command Forms When the Pronoun is Stated

The command form has already been discussed as the command/infinitive form in the early parts of these notes. For the sake of review and comparison we will list examples for each of the verb classes.

-on Class:

Hilingón mo an gámgám.
Sabíhon mo.

Look at the bird.
Say it.

i- Class:

Iabót mo an asín.
Ibugták mo an báso sa lámésa.

Pass the salt.
Put the glass on the table.

-an Class:

Namítan mo an mángga.
Probarán mo an ice créam.

Taste the mango.
Try ice cream.

Command Forms When the Pronoun is Not Stated

-on Class:

Hilingá an gámgám.
Sabíha.

Look at the bird.
Say it.

i- Class:

Abután an asín.
Bugtakán an báso sa lámésa.

Pass the salt.
Put the glass on the table.

-an Class:

Namíti an mángga.
Probarí an ice cream.

Taste the mango.
Try ice cream.

Summary of Alternate Command Forms

For -on class verbs when the pronoun is not stated add the suffix -a (-ha if the base ends in a vowel).

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

For i- class verbs when the pronoun is not stated add the suffix -an (-han if the base ends in a vowel).

For -an class verbs when the pronoun is not stated add the suffix -i (-hi if the verb base ends in a vowel).

Stress Notes

In general the following rules apply to bases affixed with the alternate series of command forms.

The rules are the same for any form suffixed with the regular series of affixes.

When the suffix is added to the base, then the stress on the base moves one syllable toward the end of the word.

hilíng
lúto'

hilingá
lutó'a

bugták
surát

bugtakán
surátan

probár
námit

probarí
namíti

Actor Focus Commands with mag-

The alternate command form for the intransitive verbs is the use of the base without affixation.

Magtúkaw ka.
Túkaw na.

Have a seat.

Maghalát ka.
Halát mú'na.

Wait a minute.

Magtindóg ka.
Tindóg na.

Stand up.

When the base is used as a command, the pronoun is not usually present in the sentence. Usually the word na meaning 'already' is used. If not na then there will be another filler word, like mú'na in halát mú'na. If the pronoun is used, then the

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command is usually given in its full form with the prefix mag-. If just the base is used with no other word following, like just túkaw, then the command appears too abrupt and impolite.

Actor Focus Commands with -um-

The -um- infix may be used as an alternate for mag- in giving commands.

bakál Magbakál ka nin gátas.
Buy milk.

Bumakál ka nin
gátas.

hatód Maghatód ka saíya.
Accompany him.

Humatód ka
saíya.

ibá Magibá ka ki Mágno.
Go with Magno.

Umibá ka ki
Mágno.

digdí Magdigdí ka.
Come here.

Dumiedí ka.

ADJECTIVES

Verbs From Adjective Bases

When an adjective base is used as a verb, it takes the prefix mag- and acts like an intransitive verb base.

dakúla' 'big'

Nagdakúla' an hálas.

The snake grew big.

asgád; maasgád 'salty'

Nagasgád an malúto'.

The rice grew salty.

In the future tense we can see the difference we have already discussed between the long vowel ā and the vowel a of regular length.

Maasgád is the adjective form meaning 'salty', but if we take the future tense of the verb form of the base we have Māasgád an malúto' 'The rice will grow salty'.

To make the verb forms like 'make it bigger', or 'make it salty', we have to use the causative series.

Superlatives

Superlatives are formed by placing the prefix pináka- in front of the adjective base plus its adjective affix.

ma- Class: gayón

magayón 'pretty' pinákamagayón 'prettiest'

ha- Class: langkáu

halangkáu 'tall' pinákahalangkáu 'tallest'

ø- Class: dakúla'

dakúla' 'big' pinákadakúla' 'biggest'

Emphatic Forms 'very' with the suffix -on

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The equivalent of ‘very’ in English is shown in Bikol most commonly with the suffix -on added on to the base (-hon if the base ends in a vowel).

ma- Class:

<u>gayón</u>	<u>magayón</u>	pretty	<u>magayónon</u> very pretty
<u>bú’ot</u>	<u>mabú’ot</u>	good	<u>mabu’óton</u> very good

ha- Class:

<u>langkáu</u>	<u>halangkáu</u>	tall	<u>halangkáwon</u> very tall
<u>raróm</u>	<u>harárom</u>	deep	<u>hararómon</u> very deep

ø- Class:

<u>sadít</u>	<u>sadít</u>	small	<u>sadítón</u> very small
<u>dá’an</u>	<u>dá’an</u>	old	<u>da’ánon</u> very old

Notes on the Stress

When the suffix -on is added to adjective bases that have stress on the final syllable, then there is no change in the position of stress between the suffixed and the nonsuffixed form. See magayón, halangkáu, sadít.

When the suffix -on is added to bases that have stress on any syllable except the final syllable, then the stress moves one syllable toward the end of the word. See bú’ot, raróm, dá’an.

‘very’ with maráy

The equivalent of ‘very’ in English, may also be shown with the use of the word maráy.

<u>magayón</u>	pretty	<u>magayón na maráy</u>	very pretty
<u>maugmá</u>	happy	<u>maugmáng maráy</u>	very happy
<u>halangkáu</u>	tall	<u>halangkáu na maráy</u>	very tall
<u>haraní</u>	near	<u>haraníng maráy</u>	very near
<u>sadít</u>	small	<u>sadít na maráy</u>	very small
<u>póbre</u>	poor	<u>póbrenng maráy</u>	very poor

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

‘very’ with -on and maráy

To add extra emphasis to a description, the combination of the suffix -on plus the emphasis word maráy may be used.

<u>magayón</u>	<u>magayónon</u>	<u>magayónon na maráy</u>
<u>maugmá</u>	<u>maugmáhon</u>	<u>maugmáhon na maráy</u>

<u>halangkáw</u>	<u>halangkáwon</u>	<u>halangkáwon na maráy</u>
<u>haraní</u>	<u>haraníhon</u>	<u>haraníhon na maráy</u>

<u>sadít</u>	<u>sadítón</u>	<u>sadítón na maráy</u>
<u>pobre</u>	<u>pobrehon</u>	<u>pobrehon na maráy</u>

‘very’ with gáyo

Emphasis may also be shown with the addition of the word gáyo. Gáyo may be added to the regular adjective form, or it may be added to the emphatic adjective form with the suffix -on, just as we did above with maráy.

<u>magayón</u>	<u>magayón na gáyo</u>	<u>magayónon na gáyo</u>
<u>maugmá</u>	<u>maugmáng gáyo</u>	<u>maugmáhon na gáyo</u>

<u>halangkáw</u>	<u>halangkáw na gáyo</u>	<u>halangkáwon na gáyo</u>
<u>haraní</u>	<u>haraníng gáyo</u>	<u>haraníhon na gáyo</u>

<u>sadít</u>	<u>sadít na gáyo</u>	<u>sadítón na gáyo</u>
<u>póbre</u>	<u>póbrenng gáyo</u>	<u>pobrehon na gáyo</u>

Comparisons

One thing introduced by a marker of the si class may be compared to another thing introduced by a marker of the loc class or the ki class.

This comparison can be made by the use of two basic comparison words which accompany the adjective in the sentence.

1. pa

Makusóg pa akó ki Boy.

I’m stronger than Boy.

Halangkaw pa si Báby sakó'.

Baby is taller than me.

Guráng pa an maéstro ko sa maéstro mo.

My teacher is older than your teacher.

Dá'an pa an libróng iní sa libróng iyán.

This book is older than that one.

Interesánte pa an istóriang iní kaiyán.

This story is more interesting than that one.

2. mas

Mas, which was borrowed from the Spanish, is often more commonly used than pa in forming comparisons. Both of the forms, however, are used.

Mas makusóg ako ki Boy.

Mas halangkaw si Báby sakó'.

Mas guráng an maéstro ko sa maéstro mo.

Mas dá'an an libróng iní sa libróng iyán.

Mas interesánte an istóriang iní kaiyán.

3. It is also possible, and common for emphasis, to include both the pa and the mas in the same sentence.

Mas makusóg pa akó ki Boy.

Mas halangkaw pa si Báby sakó'.

Mas guráng pa an maéstro ko sa maéstro mo.

Mas dá'an pa an libróng iní sa libróng iyán.

Mas interesánte pa an istóriang iní kaiyán.

Comparisons are also made with the insertion of the word kísa into the sentence. Because this makes the sentence needlessly longer and not particularly more explicit, it is not commonly used.

Mas makusóg akó kísa ki Boy.

Mas halangkaw siyá kisa sakó'.

Mas guráng an maéstro ko kisa sa maéstro mo.

Mas interesante an libróng iní kisa kaiyán.

Similarities

Similarities are expressed in Bikol by equating one thing introduced by a marker of the si class with another thing introduced by a marker of the si class and connecting them with the compound saká.

Similarities are expressed with the word parého linked to the adjective.

Paréhong makusóg akó saká si Boy.

Boy is as strong as I am.

Paréhong halangkaw si Báby saká akó.

Baby and I are the same height.

Paréhong guráng an maéstro ko saká an maéstro mo.

My teacher is as old as your teacher.

Paréhong dá'an an libróng iní saká an libróng iyán.

This book is as old as that book.

Paréhong interesante an instóriang iní saká an istóriang iyán.

This story is as interesting as that story.

Paréhong mayáman kamí.

Parého kamí mayáman.

We are each as rich as the other.

Parého an langkáu mi.

Our height is the same.

Adjectives Formed with garó

Garó, when it is used with certain nouns, may turn them into adjectives.

áki'	child	<u>garó áki'</u>	childish
ánit	leather	<u>garó ánit</u>	leathery
alámat	legend	<u>garó alámat</u>	legendary
gamgám	bird	<u>garó gamgám</u>	bird like

Adjectives in Relation to Verbs (not the focus of attention)

Just as we can have bases which are basically adjectival in nature assume the position of nouns which are the focus of attention, we can also have them assume the position of nouns when they are not the focus of attention.

<u>Dikít an binakál ko.</u>	I bought a little bit.
<u>Hilingón mo an magayón.</u>	Look at the beautiful one.
<u>Magádal ka nin dikít.</u>	Study a little bit.
<u>Magkakán ka nin maráy.</u>	Eat heartily.

The above sentences with the addition of na meaning 'now', are shortened to the following forms.

<u>Magádal ka na nin dikít.</u>	becomes
<u>Magádal ka nang dikít.</u>	
<u>Magkakán ka na nin maráy.</u>	becomes
<u>Magkakán ka nang maráy.</u>	

Intensifiers Through Repetition

Adjectives may be intensified by repeating the base.

Stress Notes

If the stress on the base comes on any syllable but the first, then the stress on the repeated base is moved one syllable toward the front of the word: panó'-páno' 'very full (like a bus)'.

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

The stressed syllable in the repeated base is also lengthened.

If the stress on the base comes on the first syllable, then the stress does not change but the syllable is lengthened: gútom-gútom 'very hungry'.

Reduplication for Diminished Quantities

When a part of the base is reduplicated in the manner that will be shown below, then the concept contained in the base is in some way diminished.

<u>kabáyo</u>	horse	<u>káro-kabáyo</u>	rocking horse
<u>baróto</u>	boat	<u>búro-baróto</u>	toy boat

This type of reduplication is also used with the parts of the week to show continuity.

<u>Mártes</u>	Tuesday	<u>múro-Mártes</u>	every Tuesday
<u>Biércoles</u>	Friday	<u>búro-Biércoles</u>	every Friday

Reduplication is also used to show actions which are feigned, particularly dealing with afflictions.

<u>búta</u>	blind	<u>búta-búta</u>	feigning blindness
<u>bungóg</u>	deaf	<u>bungóg -bungóg</u>	feigning deafness

When the above words are verbalized, then they take the affix mag- + -an.

Repetition for Diminished Quantities

Repetition may also show diminished quantities. If it is to show this, then the stress on the repeated base is not changed and the stressed syllable is not lengthened: haróng 'house' haróng-haróng 'doll house'

ka- Nominal Forms for Adjective Comparatives

ma- Class:

<u>gabát</u>	<u>Gurá'no kagabát an gapó' na iyán?</u>
	How heavy is that stone?
	What's the weight of that stone?

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gi'án Pighahánan ko an maléta árog kainí kagai'án.
I'm looking for a valise as light as this one.
I'm looking for a valise of this lightness.

ha- Class:

langkáu Gurá'no kalangkáu siyá?
Árog Siyá kainí kalangkáu.

How tall is he?
He's as tall as this.

What's his height?
His height is like this.

ø- Class:

dakúla' Árog siyá kainí dakúla'.
She's as tall as this.
Her bigness is like this,

Nominals Made with the Inflected Tenses of the Regular Series of Verb Affixes: -on, i- and -an

-on Class:

<u>katám</u>	'plane'
<u>katamón</u>	'to plane something'
<u>an kinatám</u>	'The pieces of wood planed off.'

<u>inóm, inomón</u>	'to drink'
<u>an inómon</u>	'a drink'
<u>an iinomón ko</u>	'what I will drink'
<u>an ininóm ko</u>	'what I drank'

<u>bása, basáhon</u>	'to read'
<u>an babasáhon</u>	'reading matter (what will be read)'

i- Class:

<u>ta'ó, ita'ó</u>	'to give'
<u>an itina'ó</u>	'that given'

-an Class:

Part II ADDITIONS TO THE BASIC SENTENCE STRUCTURE

húgas, hugásan 'to wash'
an hinugásan 'that washed'

The Dropping of Letter when Bases are Suffixed, Mainly with -on and -an

mu'ót namumu'tán as an alternate for namumu'otán
ku'á ku'nón for ku'ánon
ta'ó ta'wán for ta'owan

The Marker nin Linked to the Base

It is common in conversational and rapid speech to link the marker nin to the preceding word when that word ends in a vowel.

Nagbakál akó nin gátas.

Nagbakál akóng gátas.

Masublí' siyá nin lápis.

Masublí' siyáng lápis.

Masculine and Feminine Endings

Bikol uses the following endings to indicate the sex of nouns borrowed mainly from Spanish.

-o masculine:

<u>maéstro</u>	a teacher
<u>túnto</u>	a stupid person
<u>nerbióso</u>	a nervous person

-a feminine:

maéstra
túnta
nerbiósa

Part III ADDITIONAL AFFIX
SERIES

PART III ADDITIONAL AFFIX SERIES

Part III contains additional affix forms: the ability/accident series, the causative, companion, reflexive, and reciprocal series; the series shown by the infinitive forms mang-, maki-, magka-, magin-, mina-, -umin-, pang-, paki-, pag-, papka-, para-, and hing-; the locative, instrumental and benefactive shown as the focus of attention; incompleted action and continuing state forms; and the numbers.

ABILITY AND ACCIDENT SERIES

Except for one instance, Bikol has only one affix to indicate whether something is done through aptitude or ability, or whether something just happens by accident. The difference, between accidental meaning and ability, then, is not controlled by the form of the verb base nor by the verb affix. It is controlled through the meaning of the word or through the context of the sentence or situation. As a result, we will discuss the accident and ability series as a single group.

The one exception is in the *i-* class verbs. This group makes a distinction between accident and ability, and this will be pointed out as the discussion develops.

Ability/Accident Affixes to Verb Bases

The following affixes indicate ability/accident.

Transitive Verb Bases

-on:ma-

For -on class bases, the prefix ma- places the focus of attention on the receiver of the action.

Tibá'ad mahilíng mo si Boy.

You might see Boy.

Tibá'ad mabasá' an sapátos mo.

Your shoes might get wet.

Tibá'ad madáya' ka sa séntro.

You might be cheated downtown.

The prefix maka- places the focus of attention on the actor.

Tibá'ad iká an makahilíng ki Boy.

You might be the one to see Boy.

Tibá'ad siyá an makabásá' kan sápatos mo.

She might get your shoes wet.

Tibá'ad siyá an makadáya' saímo sa séntro.

She might cheat you downtown.

-an:ma- + -an

For the -an class verbs the combination of the prefix ma- and the suffix -an places the focus of attention of the receiver of the action.

Báka' malimpiahán mo an kótse ko sa ága.

You might be able to clean my car tomorrow.

Báka' matúngtungán an bitís mo.

Your feet might get stepped on.

The prefix maka- places the focus of attention on the actor.

Báka' iká an makalimpiá kan kótse ko.

Maybe you're the one who can clean my car.

Báka' siyá an makatúngtúng kan bitís mo.

She might step on your feet.

i- Ability: ika-

For the ability form of the i- class verbs, we add the prefix ika- to the verb base to place the focus of attention on the receiver of the action.

Tibá'ad ikasalbár mo an mga bádo' mo.

You might be able to save your clothes.

Tibá'ad ikaulí' ko an lápis niyá sa atyán.

I might be able to return his pencil later on.

There is also an alternate form which is used, the frequency depending upon the dialect area. This is the prefix mai- occurring before the verb base.

Tibá'ad maisalbár mo an bádo' mo.

To place the focus of attention on the actor, the prefix maka- is used.

Tibá'ad iká an makasalbár kan mga bádo' ko.

Tibá'ad akó an makaulí' kan lápis mo.

i- Accident: ma-

For the accident form of the i- class verb bases we place the same prefix that we used for the -on bases: ma-. The ma- prefix places the focus of attention on the receiver of the action.

Tibá'ad mahúlog ka.

You might fall.

Tibá'ad mawalát mo an pitáka mo.

You might leave your wallet behind.

To place the focus of attention on the actor, we again use the maka- prefix.

Tibá'ad iká an makahúlog kaiyán.

You might knock that over.

Tibá'ad akó an makawalát kan pitáka mo.

I might forget your wallet.

Intransitive Class: mag-:maka-

Báka' da'í ka makapulí'.

You might not be able to go home.

Part III ADDITIONAL AFFIX SERIES

The relationship of the ability/accident affixes to the selection of focus markers is the same as that of the regular series.

<u>mag-</u>	<u>-on</u>	= <u>maka-</u> , <u>ma-</u>
<u>mag-</u>	<u>i-</u>	= <u>maka-</u> , <u>ika-</u> (<u>mai-</u>) Ability; <u>maka-</u> , <u>ma-</u> Accident
<u>mag-</u>	<u>-an</u>	= <u>maka-</u> , <u>ma-</u> + <u>-an</u>
<u>mag-</u>		= <u>maka-</u>

If the affix maka- is chosen, then the markers will come from the si and ki class.

If the affixes ma-, ika- (mai-) or ma- + -an are chosen then the markers will come from the si and the ni class.

Tenses

The various tenses are based on the infinitive/command forms. These forms are as follows.

-on Class: Place the prefix ma- on the verb base.

<u>híling</u>	<u>mahíling</u>	'to see'
<u>basá'</u>	<u>mabasá'</u>	'to get wet'

-an Class: Place the prefix ma- and the suffix -an on the base.

<u>limpiá</u>	<u>malímpiahán</u>	'to be able to clean'
<u>túngtung</u>	<u>matúngtungán</u>	'to get stepped on'

i- Class Ability: Place the prefix ika- (mai-) on the base.

<u>salbár</u>	<u>ikasalbár</u>	'to rescue'
<u>ulí'</u>	<u>ikaulí'</u>	'to be able to return'

i- Accident: Place the prefix ma- on the base.

<u>húlog</u>	<u>mahúlog</u>	'to fall'
<u>walát</u>	<u>mawalát</u>	'to get left behind'

Future Tense

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The future tense for -on, -an, and i- accident class verbs is formed by taking the infinitive of each word class and reduplicating the first syllable of the base.

-on Class:

mahilíng
mabasá'

mahihilíng
mababasá'

-an Class:

malimpiahán
matúngtungán

malilimpiahán
matutúngtungán

i- Accident:

mahúlog
mawalát

mahuhúlog
mawawalát

The future tense of i- class ability verbs is formed by taking the infinitive and reduplicating the second syllable of the prefix.

ikasalbár
ikaulí'

ikakasalbár
ikakaulí'

Past Tense

The past tense of -on, -an and i- accident class verbs is formed by taking the infinitive of each word class, and substituting na- for ma-.

-on Class:

mahilíng
mabasá'

nahilíng
nabasá'

-an Class:

malimpiahán
matúngtungán

nalimpiahán
natúngtungán

i- Class Accident:

mahúlog
mawalát

nahúlog
nawalát

The past tense of the i- class ability verbs is formed by taking the infinitive and infixing the syllable -in- between the k and a of the syllable ka-.

Part III ADDITIONAL AFFIX SERIES

ikasalbár
ikaúlí'

ikinasalbár
ikinaúlí'

Progressive Tense

The progressive tense for -on, -an and i- accident class verbs is formed by taking the future form of the verb and by substituting na- for ma-.

-on Class:

mahihilíng
mababasá'

nahihilíng
nababasá'

-an Class:

malilimpiahán
matúngtungán

nalilimpiahán
natúngtungán

i- Class Accident:

mahuhúlog
mawawalát

nahuhúlog
nawawalát

The progressive tense of the i- class ability verbs is formed by taking the future form of the verb and by infixing the syllable -in- between the k and a of the first syllable.

ikakasalbár
ikakaulí'

ikinakasalbár
ikinakaulí'

Tenses of the bases taking mag- are also based upon the infinitive/command form. This form takes the prefix maka- added to the base.

hilíng
limpiá
húlog
salbár

makahilíng
makalimpiá
makahúlog
makasalbár'

Future Tense: For the future tense, take the infinitive and reduplicate the ka- syllable of the prefix.

makahilíng
makalimpiá
makahúlog
makasalbár

makakahilíng
makakalimpiá
makakahúlog
makakasalbár

BIKOL GRAMMAR NOTES

Past Tense: For the past tense, take the verb base and add the prefix naka-,

hilíng
limpiá
húlog
salbár

nakahilíng
nakalimpiá
nakahúlog
nakasalbár

Progressive Tense: The progressive tense is formed by taking the future tense and substituting the prefix naka- for maka-.

makakahilíng
makakalimpiá
makakahúlog
makakasalbár

nakakahilíng
nakakalimpiá
nakakahúlog
nakakasalbár

Ability/Accident Series Used to Show Cause and Effect

Napagál akó kan biáhe.

I got tired because of the trip.

Nakapagál an biáhe sakó'.

The trip made me tired.

Nagugútom siyá kan exercise.

He's getting hungry from the exercise.

Nakakagútom an éxercise saíya.

Exercise makes him hungry.

Natutungká' akó kan pagtarám niyá.

I'm getting sleepy from his talk.

Nakakatungká' an pagtarám niyá sakó'.

His talk is making me sleepy.

The above examples show a cause and an effect relationship. The focus of attention following a ma- prefixed verb is the recipient of the action, or receives the effect of what is happening.

The focus of attention following a maka- prefixed verb indicates the cause. There is no need for one sentence to show both a cause and an effect. It is just as common to have the following kinds of sentences,

Nagugútom akó.

I'm hungry.

Nakakagútom an éxercise.

Exercise makes [one] hungry.

Semantic Differentiation Between Ability and Accident

We must always keep in mind that we are dealing with two semantic entities which are distinguished in English by form, but in Bikol are not. Each of the affixes we have been discussing in this section may mean ability ('Someone is able to do something.'), or accident ('Something happened to someone/something.'). The true difference in meaning must always rest upon the context of the conversation. In addition to this, all of the bases that take the ability/accident series also take one of the regular series affixes, which indicates that something deliberate is done.

Let us look at the following examples.

Example 1: pagalón 'to make tired'

Pinagál niyá akó.

He made me tired.

There is no ambiguity here. If someone deliberately made you tired, then the above sentence is what you use.

Example 2: mapagál

Napagál niyá akó.

He was able to make me tired.
or He could tire me out.

The above sentence, if there were an occasion for its use, would indicate ability. But there would be an element of doubt in the listener's mind because when dealing with people (niyá) there would be some question about whether it was his ability and his wish to do something, or whether it was just an accident that he did so. We could have in English: 'He made me tired' (ability) or 'He made me tired' (accidentally). Generally for this type of sentence, the ability form would not bemused. To avoid ambiguity, the deliberate form pinagál niyá akó would be chosen.

Example 3: mapagál

Napagál akó kan biáhe.

I got tired from the trip.

In this sentence the meaning would reflect that the action happened through no fault of your own, nor through any deliberate action of the cause. The ambiguity here is erased by the nature of the ni class phrase. Kan biáhe is inanimate; it cannot act on its own, and so there is no question of ability or deliberateness.

Ability/Accident Series with the Locative

There are a small group of bases which take the locative phrase to complete their meaning. The first group of examples below shows sentences with no locative. The second group shows sentences with the locative.

Group 1:

Nasúya' ako kan pagtarám niyá.

I got fed up from his talking.

Nakasúya' an pagtarám niyá sakó'.

His talk made me fed up.

Group 2:

Nasúya' akó saíya.

I'm fed up with him.

We can also give an example of a sentence which will have both elements in it: a si and ni class phrase and a locative phrase.

Nasúya' akó saíya kan pagtarám niyá.

I was fed up with him because of his talking.

(See the section on locative for an expanded discussion.)

CAUSATIVE SERIES

CAUSATIVE WITH THE REGULAR SERIES

The causative may translate in English as 'to have someone do something', 'to ask someone to do something', 'to tell someone to do something' and various related phrases.

To form the causative we add the prefix pa- to our series of regular verb classifications:

<u>mag-</u>	<u>-on</u>	<u>mag- + pa-</u>	<u>pa- + -on</u>
<u>mag-</u>	<u>i-</u>	<u>mag- + pa-</u>	<u>i- + pa-</u>
<u>mag-</u>	<u>-an</u>	<u>mag- + pa-</u>	<u>pa- + -an</u>
<u>mag-</u>		<u>mag- + pa-</u>	

The Meanings of the Causative

Our verb classification alters for the causative series. Up to now we have had one intransitive class mag- and three transitive classes in which the class was determined by which verb affix places the focus of attention on the object: -on, i- and -an.

In the regular series, however, we were dealing with only two possible focuses of attention: one on the actor, and one on the object if the verb was transitive.

In the causative series we are dealing with three possible focuses of attention: (1) The actor (the one who gives the command to have something done); (2) The one asked to do something (which is one type of object) and (3) The object of the caused action (which is a second kind of object).

To focus on the one being asked to do something, then, we use pa- + -on. The mag- + pa- focuses on the one who does the asking.

This still leaves us with a focus on the object of the caused action. In our regular series, to focus on the object we were free to use the affixes which indicated our three classes -on, i-, -an. For the causative series, however, one of these affixes (the -on) has been reserved to focus attention on another type of object: the person who is asked to do something. This leaves us with verbs of three classes (-on, i-, -an) but only two affixes in which to fit them: i- + pa- and pa- + -an.

What happens is this. The verbs of the -on class fall together with the verbs of the i- class and they both take the prefix i- + pa- to indicate that the focus of attention is on the object of the caused action.

The verbs of the -an class are not affected, and they take the affixes pa- + -an to indicate that the focus of attention is on the object of the caused action.

Affixes to Verb Bases in the Causative

The affixes for the different causative verb classes and examples of the causative follow.

-on

For -on class verbs, the affix pa- + -on places the focus of attention on the one told to do something.

bása Pabasáhon mo si Boy.
Have Boy read.

kantá Pakantahón mo an maéstro mo.
Ask your teacher to sing.

The affix i- + pa- places the focus of attention on the object of the caused action.

bása Ipabása mo ki Boy an 1984.
Have Boy read 1984.

kantá Ipakantá mo sa maéstro mo an 'Saróng Banggi'.
Have your teacher sing 'Sarong Banggi'.

The affix mag- + pa- places the focus of attention on the actor, or the one doing the telling or ordering.

bása Nagpabása akó saíya kan 1984.
I asked him to read 1984.

kantá Nagpakantá akó sa maéstro mo kan 'Saróng Banggi'.
I asked your teacher to sing 'Sarong Banggi'.

Part III ADDITIONAL AFFIX SERIES

i-

For i- class verbs, the affix pa- + -on places the focus of attention on the one told to do something.

bugták Pabugtakón mo si Boy kan pláto sa lamesa.
Have Boy put the plate on the table.

ulí' Pauli'ón mo an maéstro mo kan ballpen saímo.
Ask your teacher to return your ball point pen to you.

The affix i- + pa- places the focus of attention on the object of the caused action.

bugták Ipabúgták mo ki Boy an pláto sa lamésa.
Ask Boy to put the plate on the table.

ulí' Ipaulí' mo sa maéstro mo an ballpen saímo.
Have your teacher return the ballpen to you.

The affix mag- + pa- places the focus of attention on the actor or the one doing the telling or ordering.

bugták Nagpabugták akó ki Boy kan pláto sa lamésa.
I had Boy put the plate on the table.

ulí' Nagpaulí' ako sa maéstro mo kan ballpen saímo.
I had your teacher return the ballpen to you.

-an

For -an class bases, the affix pa- + -on places the focus of attention on the one told to do something,

adal Paadálon mo si Boy kan hístory.
Have Boy study history.

húgas Pahugáson mo an mamá mo kan mga báso.
Have your mother wash the glasses.

The affix pa- + -an places the focus of attention on the object of the caused action.

adal Paadálan mo ki Boy an hístory.

BIKOL GRAMMAR NOTES

Ask boy to study history.

húgas Pahugásan mo sa mamá mo an mga báso.

Have your mother wash the glasses.

The affix map- + pa- places the focus of attention on the actor or the one doing the telling or ordering.

ádal Nagpaádal akó ki Boy kan hístory.

I had Boy study history.

húgas Nagpahúgas akó sa mamá mo kan mga báso.

I asked your mother to wash the glasses.

In the regular transitive series, we deal with two possible focuses of attention. In the causative series, we added another making it three.

In the regular series we dealt with only one possible meaning for the intransitive verbs. In the causative series we will add one making two.

mag-

For mag- class verbs the affix pa- + -on places the focus of attention on the one told to do something.

digdí Padigdihón mo si Boy.

Tell Boy to come here.

puli' Papuli'ón mo an maéstro mo.

Send your teacher home.

The affix mag- + pa- places the focus of attention on the actor or the one doing the ordering or asking.

digdí Nagpadigdí akó ki Boy.

I asked Boy to come here.

puli' Nagpapuli' akó kan maéstro mo.

I sent your teacher home.

Part III ADDITIONAL AFFIX SERIES

There are a few words of the following kind in which the actor may focus the action of the causative on himself.

Maníla' Nagpamaníla' akó.
I went to Manila.

Because the causative series may place the focus of attention on three noun phrases, the one asked to do something, the object of the caused action, and the asker, we have the potential of having one phrase with the si class, one with the ni class, and one with the ki or the Loc class.

-on Class:

Pinabása si Boy kan history ni Fély.
Boy was asked to study history by Fely.

<u>si</u> class	<u>si Boy</u>
<u>ni</u> class	<u>ni Fely</u>
<u>ki</u> class	<u>kan history</u>

Ipinabása ki Boy an hístory ni Fély.
History was given to Boy to study.

<u>si</u> class	<u>an history</u>
<u>ni</u> class	<u>ni Fely</u>
Loc class	<u>ki Boy</u>

Nagpabása si Fely kan history ki Boy.

<u>si</u> class	<u>si Fely</u>
<u>ni</u> class	<u>kan history</u>
Loc class	<u>ki Boy</u>

i- Class:

Pinaulí' si Flo kan libró kan amá' niyá.
Flo was asked to return the book by her father.

<u>si</u> class	<u>si Flo</u>
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BIKOL GRAMMAR NOTES

<u>ni</u> class	<u>kan amá' niyá</u>
<u>ki</u> class	<u>kan libró</u>

Ipinaulí' ki Flo an libró kan amá' niyá.

The book was what Flo was asked to return by her father.

<u>si</u> class	<u>an libró</u>
<u>ni</u> class	<u>kan amá' niyá</u>
Loc class	<u>ki Flo</u>

Nagpaulí' an amá' niyá kan libró ki Flo.

Her father asked Flo to return the book.

<u>si</u> class	<u>an amá' niyá</u>
<u>ni</u> class	<u>kan libró</u>
Loc class	<u>ki Flo</u>

-an Class:

Pinaádal akó nin Bíkol kan maéstro ko.

I was asked to study Bikol by my teacher.

<u>si</u> class	<u>akó</u>
<u>ni</u> class	<u>kan maéstro ko</u>
<u>ki</u> class	<u>nin Bíkol</u>

Pinaadálan sakó' an Bíkol kan maéstro ko.

Bikol was what I was asked to study by my teacher,

<u>si</u> class	<u>an Bíkol</u>
<u>ni</u> class	<u>kan maéstro ko</u>
Loc class	<u>sakó'</u>

Nagpaádal an maéstro ko nin Bíkol sakó'.

My teacher asked me to study Bikol.

<u>si</u> class	<u>an maéstro ko</u>
<u>ni</u> class	<u>nin Bíkol</u>
Loc class	<u>sakó'</u>

Tenses

The infinitive/command forms are basic. They are made by placing the prefix pa- which marks the causative, and the suffix -on which marks the class and focus on the person asked to do something onto the base,

<u>bása</u>	<u>pabasáhon</u>
<u>ulí'</u>	<u>pauli'ón</u>
<u>ádal</u>	<u>paadálon</u>

For -on and i- class verbs place the prefix pa- which marks the causative on the verb base, and then add the prefix i-.

<u>bása</u>	<u>ipabása</u>
<u>ulí'</u>	<u>ipaulí'</u>

For -an class verbs place the prefix pa- which marks the causative, and the suffix -an which marks the class onto the base.

<u>ádal</u>	<u>paadálan</u>
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Future Tense

The future is made by taking the infinitive of each word class (the causative infinitive) and reduplicating the pa- prefixed portion.

To place the focus of attention on the person asked to do something:

<u>pabasáhon</u>	<u>papabasáhon</u>
<u>pauli'ón</u>	<u>papauli'ón</u>
<u>paadálon</u>	<u>papaadálon</u>

To place the focus of attention on the object of the caused action:

i- and -on Class Verbs:

<u>ipabása</u>	<u>ipapabása</u>
<u>ipaulí'</u>	<u>ipapaulí'</u>

-an Class Verbs:

paadálan

papaadálan

Past Tense

The past tense is made by taking the infinitive form of the verb and by infixing the syllable -in- between the consonant p and the vowel a of the pa- prefix.

-on and i- Class Verbs:

ipabása
ipaulí'

ipinabása
ipinaulí'

-an Class Verbs:

paadálan

pinaadálan

When the past tense syllable is infixed into the infinitive form of the -on forms, the -on suffix is dropped.

pabasáhon
paulí'ón
paadálong

(pinabasahon)
(pinaulí'on)
(pinaadalon)

pinabása
pinaulí'
pinaádal

Progressive Tense

The progressive tense of the verb is formed by taking the future tense and by infixing the syllable -in- between the first pa- syllable.

-on and i- Class Verbs:

ipapabása
ipapaulí'

ipinapabása
ipinapaulí'

-an Class Verbs:

papaadálan

pinapaadálan

Where the focus is on the one being asked, the suffix -on is dropped when the syllable -in- is infixed into the first pa- syllable.

papabasáhon

(pinapabasahon)

pinapabása

Part III ADDITIONAL AFFIX SERIES

<u>papauli'ón</u>	(<u>pinapauli'on</u>)	<u>pinapaulí'</u>
<u>papaadálon</u>	(<u>pinapaadalon</u>)	<u>pinapaádal</u>

Tenses of the Bases Taking mag- with Causative

Infinitive/Command

Place the prefix pa- which marks the causative onto the base and then add the prefix mag-.

<u>bása</u>	<u>pabása</u>	<u>magpabása</u>
<u>ulí'</u>	<u>paulí'</u>	<u>magpaulí'</u>
<u>ádal</u>	<u>paádal</u>	<u>magpaádal</u>
<u>Maníla'</u>	<u>pamaníla'</u>	<u>magpamaníla'</u>

Future Tense

The future tense is formed by adding the causative prefix pa- to the base and then adding the prefix ma-.

<u>bása</u>	<u>pabása</u>	<u>mapabása</u>
<u>ulí'</u>	<u>paulí'</u>	<u>mapaulí'</u>
<u>ádal</u>	<u>paádal</u>	<u>mapaádal</u>
<u>maníla'</u>	<u>pamaníla'</u>	<u>mapamaníla'</u>

Past Tense

The past tense is formed by taking the base, adding the causative prefix pa- and then the prefix nag-.

<u>bása</u>	<u>pabása</u>	<u>nagpabása</u>
<u>ulí'</u>	<u>paulí'</u>	<u>nagpaulí'</u>
<u>ádal</u>	<u>paádal</u>	<u>nagpaádal</u>
<u>Maníla'</u>	<u>pamaníla'</u>	<u>nagpamaníla'</u>

Progressive Tense

The progressive tense is formed by taking the past tense form of the causative verb and reduplicating the prefixed pa-.

<u>nagpabása</u>	<u>nagpapabása</u>
<u>nagpaulí'</u>	<u>nagpapaulí'</u>
<u>nagpaádal</u>	<u>nagpapaádal</u>
<u>nagpamaníla'</u>	<u>nagpapamaníla'</u>

The Causative with Adjectives and with Related Form Words

Adjective bases are basically intransitive. For example dakúla' 'big'.

mag-

Nagdakúla' akó sa New York.

I grew up in New York.

If we want to use these bases as transitive forms, most often we use the causative series.

mag- + pa- and pa- + -on

Pinadakúla' ko an haróng.

I enlarged the house.

Sí'isay an nagpadákula' kan haróng?

Who enlarged the house?

Related words are like áki'.

mag-

Nagáki' an iná' ko.

My mother gave birth.

If we make this transitive to give the meaning to aid in giving birth or to deliver a child, then we use the causative:

mag- + pa-, pa- + -on

Pinaáki' an amá' ko kan doctor.

The doctor helped my mother deliver her child.

Sí'isay an nagpaáki' kan amá' mo?

Who helped your mother give birth/deliver her child?

CAUSATIVE SERIES

CAUSATIVE WITH THE ABILITY/ACCIDENT SERIES

Just as we can have the causative with the regular series of verb bases, we can also have it with the ability/accident series.

Basic Affixes

To place the focus of attention on the one who is asked to do something, we use the ability/accident affix of the -on class verbs, ma-, and add the causative prefix pa-.

<u>bása</u>	<u>mapabása</u>
<u>ulí'</u>	<u>mapaulí'</u>
<u>ádal</u>	<u>mapaádal</u>

-an Class: To place the focus of attention on the receiver of the caused action we take the ability/accident affix of the -an class verbs, ma- + -an, and add the causative prefix pa-.

<u>ádal</u>	<u>mapaadálan</u>
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-on, i- Class Accident: To place the focus of attention on the receiver of the caused action we take the accident affix of the i- class verbs, ma-, and add pa-.

<u>halanás</u>	<u>mapahalnás</u>	to slip, to make slippery
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-on, i- Class Ability: To place the focus of attention on the receiver of the caused action we use the ability affix of the i- class verbs, ika-, and add pa-.

<u>bása</u>	<u>ikapabása</u>
<u>ulí'</u>	<u>ikapaulí'</u>

mag- Class: To place the focus of attention on the actor or the one who does the asking, we use the mag- class ability/accident affix, maka-, and add pa-.

<u>bása</u>	<u>makapabása</u>
<u>ulí'</u>	<u>makapaulí'</u>
<u>ádal</u>	<u>makapaádal</u>

BIKOL GRAMMAR NOTES

Maníla'

makapamaníla'

Tenses

The infinitive/command forms are those just described in the previous section.

Future Tense

The future is made by taking the infinitive of each base and reduplicating the pa- prefix.

To place the focus of attention on the one asked to do something.

mapabása

mapaulí'

mapaádal

mapapabása

mapapaulí'

mapapaádal

To place the focus of attention on the object of the caused action.

-an Class Verbs:

mapaadálan

mapapaadálan

-on and i- Class Verbs Accident:

mapapahalnás

-on and i- Class Verbs Ability: In this case we double the ka- syllable of our prefix.

ikapabása

ikakapabása

Past Tense

The past tense is formed by taking the infinitive/ command form and substituting na- for ma-.

To place the focus of attention on the one asked to do something.

nabása

naulí'

naádal

napabása

napaulí'

napaádal

Part III ADDITIONAL AFFIX SERIES

To place the focus of attention on the object of the caused action.

-an Class Verbs:

naadálan

napaadálan

-on and i- Class Verbs Accident:

napahalnás

-on and i- Class Verbs Ability:

ikinabása

ikinapabása

ikinaulí'

ikinapaulí'

Progressive Tense

The progressive is formed by taking the future tense and substituting na- for ma-.

To place the focus of attention of the one being asked to do something.

mapapabása

napapabása

mapapaulí'

napapaulí'

mapapaádal

napapaádal

To place the focus of attention on the object of the caused action.

-an Class Verbs:

mapapadálan

napapaadálan

-on and i- Class Verbs Accident:

mapapahalnás

napapahalnás

-on and i- Class Verbs Ability: The progressive here is made by infixing the syllable -in- into the first ka prefix.

ikakapabása

ikinakapabása

ikakapaulí'

ikinakapaulí'

BIKOL GRAMMAR NOTES

Tenses of Bases Taking mag-

Infinitive/Command: We prefix the ability/accident prefix maka- and the causative prefix pa-.

<u>bása</u>	<u>makapabása</u>
<u>ulí'</u>	<u>makapaulí'</u>
<u>ádal</u>	<u>makapaádal</u>
<u>Maníla'</u>	<u>makapamaníla'</u>
<u>halnás</u>	<u>makapahalnás</u>

Future Tense: Take the infinitive and reduplicate the ka- syllable of the prefix.

<u>makapabása</u>	<u>makakapabása</u>
<u>makapaulí'</u>	<u>makakapaulí'</u>
<u>makapaádal</u>	<u>makakapaádal</u>
<u>makapamaníla'</u>	<u>makakapamaníla'</u>
<u>makapahalnás</u>	<u>makakapahalnás</u>

Past Tense: For the past tense take the verb base and add the prefixes naka and pa-.

<u>bása</u>	<u>nakapabása</u>
<u>ulí'</u>	<u>nakapaulí'</u>
<u>adál</u>	<u>nakapaadál</u>
<u>Maníla'</u>	<u>nakapamaníla'</u>
<u>halnás</u>	<u>nakapahalnás</u>

Progressive Tense: To form the progressive tense, take the future tense and substitute the syllable naka for maka-.

<u>makakapabása</u>	<u>nakakapabása</u>
<u>makakapaulí'</u>	<u>nakakapaulí'</u>
<u>makakapaádal</u>	<u>nakakapaádal</u>
<u>makakapamaníla'</u>	<u>nakakapamaníla'</u>
<u>makakapahalnás</u>	<u>nakakapahalnás</u>

The Causative with Ability/Accident Series to Show Cause and Effect

This series is used to show what happens to a person without his willing it.

túrog mag-

Naetúrog akó.

I went to sleep.

I went to bed.

túrog makapa-, mapa-

Napatúrog akó.

I fell asleep.

Nakakapatúrog an síneng iyan.

That movie makes one fall asleep.

hibí' mag-

Naghibí' siyá.

She cried.

hibí' makapa-, mapa-

Napahibí' siyá.

She cried (without warning/unexpectedly).

Nakakapahibí' an síneng iyan.

That movie makes one cry.

halnás mag-

Naghalnás an agíhan.

The path became slippery.

halanás makapa-, mapa-

Napahalnás akó.

I slipped.

Nakakapahalnás an agíhan.

The path makes you slip.

The makapa-, mapa- series of prefixes may be used with most words when the cause for an action comes from something outside and is something which a person has no control over.

BIKOL GRAMMAR NOTES

The meaning naghibí' siyá is 'she cried' because of something she felt.

Napahibí' siyá 'she cried' because of circumstances over which she had no control and which came from outside.

Alternate Causative Form with pig-

To place the focus of attention on the person being asked to do something.

Past	<u>pigpabása</u>	<u>pigpaulí'</u>	<u>pigpaadál</u>
Prog	<u>pigpapabása</u>	<u>pigpapaulí'</u>	<u>pigpapaadál</u>

To place the focus of attention on the object of the caused action.

-on and i- Class:

Past	<u>ipigpabása</u>	<u>ipigpaulí'</u>
Prog	<u>ipigpapabása</u>	<u>ipigpapaulí'</u>

-an Class

Past	<u>pigpaadálan</u>
Prog	<u>pigpapaadálan</u>

The Nominal pa-

The causative prefix pa- may be used with certain verb bases to form a noun. When this is done, the meaning conveyed is usually the use the action contained in the verb base may be put to affect something else.

hamót fragrant pahamót perfume or anything that will cause a sweet smell

hamís sweet pahamís a sweetner

Part III ADDITIONAL AFFIX SERIES

<u>túbig</u>	water	<u>patúbig</u>	irrigation or anything that will cause wa ter to be used for some purpose
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pa- to Indicate Direction

With some bases we may use pa- to indicate direction.

<u>Daragá</u>	the name of a specific town
<u>pa-Daragá</u>	'toward Daraga', 'in the direction of Daraga'

<u>sa'ín</u>	'where'
<u>pa-sa'ín</u>	'toward where/in which direction'

<u>itá'as</u>	'up'
<u>pa-itá'as</u>	'upward'

<u>ibabá'</u>	'down'
<u>pa-ibabá'</u>	'downwards'

MANG- SERIES

The mang- series consists of one affix, mang-, that is used for intransitive verbs and to place the focus of attention on the actor in all transitive verbs, and one affix, pang-, that is used in combination with the regular series of verbs to place the focus attention on receiver of the action.

<u>-on</u> Class:	<u>pang-</u> + <u>-on</u>
<u>i-</u> Class:	<u>i-</u> + <u>pang-</u>
<u>-an</u> Class:	<u>pang-</u> + <u>-an</u>
<u>mag-</u> Class:	<u>mang-</u>

The mang- series is usually used intransitively to indicate an action that is somehow more encompassing than the same action would be if expressed with the affix mag- and the regular series of affixes. For example mag- + bakal 'to buy', mang- + bakal 'to go shopping'.

The transitive use of this series is somewhat rare (that is with pang-) but there are certain verb bases which will take it as a common form.

There are also certain verb bases which will not take the regular series of verbs (with mag- and one of the transitive affixes) but will only take affixes from the mang- series.

Before we go into specific examples, we must talk about certain sound changes which occur when either mang- or pang- is added to the verb base.

If the verb base begins with either b or p or m then the first letter of that base (the b or p or m) will combine with, the -ng of the affix to form m.

<u>bakál</u>	<u>mang-</u> + <u>bakál</u>	<u>mamakál</u>	'to go shopping'
<u>patós</u>	<u>mang-</u> + <u>patós</u>	<u>mamatós</u>	'to pack up'

If the verb base begins with either d, t, s or n then each of these initial letters will combine with the -ng of the affix to form n.

<u>ta'ó</u>	<u>mang-</u> + <u>ta'ó</u>	<u>mana'ó</u>	'to give away'
<u>manublí'</u>	<u>mang-</u> + <u>sublí'</u>	<u>manublí'</u>	'to go around borrowing'

Part III ADDITIONAL AFFIX SERIES

If the verb base begins with either k, or h, then each of these initial letters is dropped after the -ng of the affix.

kapót mang- + kapót mangapót 'to grasp'
ha'bón mang- + ha'bón manga'bón 'to go around stealing'

If the dropping of the h however will confuse the meaning of the verb base with the meaning of another verb base, then the h is retained.

hapót mang- + hapót manghapót 'to ask around'

(not mangapót which confuses it with mang- + kapót)

If the verb begins with a vowel, then in the infinitive the mang- prefix is added with no change in the root.

umá mang- + umá mangumá 'to farm'
útang mang- + útang mangútang 'to go around in debt'
índian mang- + índian mangíndian 'to not show up for appointments'
udtó mang- + udtó mangudtó 'to eat lunch'

With bases that begin with vowels there are certain exceptions that occur with reduplication in the progressive and the future tense.

There are certain bases that are reduplicated as follows:

<u>umá</u>	<u>mangumá</u>	<u>manguuma</u>
<u>índian</u>	<u>mangíndian</u>	<u>mangiíndian</u>

And there are others that carry the reduplication of the -ng of the affix along with the reduplication of first vowel.

<u>útang</u>	<u>mangútang</u>	<u>mangungútang</u>
<u>udtó</u>	<u>mangudtó</u>	<u>mangungudtó</u>

The affixes mang- and pang- occurring with roots beginning with letters other than those mentioned above cause no changes in the base.

BIKOL GRAMMAR NOTES

There are certain bases which may take mag- + pang- instead of mang- to place the focus of attention on the actor. This is most commonly used in the future tense.

báhaw: mag- + pang- + báhaw Mapamáhaw akó.
I'm going to eat breakfast.

udtó: mag- + pang- + udtó Mapangudtó akó.
I'm going to eat lunch.

banggí: mag- + pang- + banggí Mapamanggí akó.
I'm going to eat supper.

adyí': mag- + pang- + adyí' Mapangadyí' akó.
I'm going to pray.

For the other tenses it is most common to use the conjugation with mang-.

gána: manggána 'to win' takes the future form of the mag- class verb, magána. But it takes conjugated forms with mang- for the other tenses.

Mang- Series Tenses

Infinitive/Command

-on Series: pang- + -on

<u>bakál</u>	<u>bakalón</u>	'to buy'
	<u>pamakalón</u>	'to shop'

i- Class: ipang-

<u>ta'ó</u>	<u>ita'ó</u>	'to give'
	<u>ipana'ó</u>	'to give away'

-an Class: pang- + -an

<u>kapót</u>	<u>kapotán</u>	'to hold'
	<u>pangapotán</u>	'to grasp'

Future

pamamakalón
ipanana'ó
pangangapotán

Past

pinamakál
ipina'ó
pinangapotán

Progressive

pinamamakál
ipinana'ó
pinangangapotán

Tenses Taking the Affix mang-

Infinitive/Command

<u>bakál</u>	<u>mamakál</u>	
<u>ta'ó</u>	<u>mana'ó</u>	
<u>kapót</u>	<u>mangapót</u>	
<u>yári</u>	<u>mangyári</u>	'to happen'

Future

mamamakál
manana'ó
mangangapót
mangyayári

Past

namakál
nana'ó
nangapót
nangyári

Progressive

namamakál
nanana'ó
nangangapót
nangyayári

BIKOL GRAMMAR NOTES

Mang- Series with na- for Incompleted Action: na- + pang

- báhaw Da'í pa akó napamáhaw.
I haven't eaten breakfast yet.
- udtó Da'í pa akó napangudtó.
I haven't eaten lunch yet.
- banggí Da'í pa akó napamanggí.
I haven't eaten supper yet.
- ku'á Da'í pa akó napangu'á nin mga bayáwas.
I haven't collected the guavas yet.
- ta'ó Da'í pa akó napana'ó nin mga bádo!
I haven't given away the clothes yet.
- kapót Da'í pa akó napangapót nin sangá.
I haven't grasped the branch yet.

Mang- with Ability/Accident Series

Infinitive/Command

- on Class: ma- + pang-
bakál mapamakál
- i- Class Ability: ika- + pang-
ta'ó ikapana'ó
- i- Class Accident: ma- + pang-
ta'ó mapana'ó
- an Class: ma- + pang- + -an
gána mapangganáhan

Future

mapamamakál
ikakapana'ó
mapanana'ó
mapanggaganáhan

Past

napamakál
ikinapana'ó
napana'ó
napangganáhan

Progressive

napamamakál
ikinakapana'ó
napanana'ó
napanggaganáhan

Tenses with Verb Bases Taking mag-: maka- + pang-

Infinitive/Command

makapamakál
makapana'ó
makapanggána
makapamáhaw

Future

makakapamakál
makakapana'ó
makakapanggóna
makapamáhaw

Past

nakapamakál
nakapana'ó
nakapanggána
nakapamáhaw

Progressive

nakakapamakálnakakapana'ónakakapanggánanakakapamáhaw

The mang- series may also occur in combination with the other affixes that we have described, such as the causative with the accident/ability series; with the nominal pag-; with the repeated action para-; etc. Occurrences such as these, however, will be extremely rare. The build up of a large number of affixes on the verb base is viewed by native speakers of the language as cumbersome, and so when there are other options, such a build-up will be avoided.

THE GENERAL NOMINAL PANG-

The prefix pang- may be used with certain verb bases to form nouns. When this is done the meaning conveyed is of a noun which contains as its only function or use the action conveyed in the verb base.

<u>híke</u>	‘hike’	<u>Panghíke an sapátos na iní.</u> These are hiking shoes.
<u>káwat</u>	‘play’	<u>Pangkáwat na lang an bádo’ na iyán.</u> Those are only playing clothes.
<u>úbak</u>	‘pare’	<u>Há’in an pangúbak na kutsílyo?</u> Where’s the paring knife?
<u>trápo</u>	‘wipe up’	<u>Pantrápo an télang iyán.</u> That cloth is for wiping up.
<u>sipít</u>	‘fasten’	<u>Sa’ín mo ibinugták an pansipít.</u> Where did you put the clothes pin?
<u>patós</u>	‘wrap’	<u>Arín na papel an gagamítan mo pampatós nin bádo’?</u> Which paper will you use for wrapping the clothes?
<u>balík</u>	‘turn up- side down’	<u>Sáyang kan páncake kon da’í mo makuku’á an pambalík.</u> The pancake will be wasted if you don’t find the flipper.

Sound Changes with pang-

Pang- used as a nominal prefix combines differently with bases from the way pang- used as a verb prefix does (although there are a few exceptions where the nominal will combine in the same fashion as the verb).

The sound changes generally follow these rules:

Before verb bases that begin with b or p or m, the -ng of the prefix changes to m.

<u>balík</u>	<u>pambalík</u>
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BIKOL GRAMMAR NOTES

patós

pampatós

Before verb bases that begin with d, t, s or n the -ng of the prefix changes to n.

trápo
sipít

pantrápo
pansipít

Before the bases that begin with all other sounds, there is no change in form of the prefix.

híke
káwat
úbak

panghíke
pangkáwat
pangúbak

The General Nominal with the Causative

The nominals formed with pa- and those formed with pang- contain similar meanings.

Those with pa- emphasize the use something may be put to to affect something else, and those with pang- emphasize function or use.

When both of these prefixes are used together, then these meanings also combine.

tabá 'fat' Pampatabá kan háwak an gátas.
Milk makes the body healthy.

ráhay 'good' An bulóng pamparáhay nin hílang.
Medicine cures sickness.

lúmoy 'soft' Gamíton mo an 7-up pampalúmoy nin kárne.
Use 7-up to tenderize meat.

gayón 'pretty' Pampagayón kan lalawgón an lípstick.
Lipstick is for making the face pretty.

níwang 'thin' Pampaníwang na magistár sa haróng na iní.
It makes you thin to live in this house.

gána 'appetite' Pampagána lang an kakánon diyán.
The food over there is only an appetizer.

MAKI- SERIES

The maki- prefix is used in social and polite situations. It usually involves the making of a request.

Tenses

Infinitive/
Command

<u>-on</u> Class:	<u>paki- + -on</u>
<u>bása</u>	<u>Pakibasáhon mo an libróng iní.</u> Please read this book.

<u>i-</u> Class:	<u>i- + paki-</u>
<u>sábi</u>	<u>Ipakisábi mo ki Jim na</u> <u>nagdigdíakó.</u> Please tell Jim I came here.

<u>-an</u> Class:	<u>paki- + -an</u>
<u>ádal</u>	<u>Pakiadálan mo an Bíkol.</u> Please study Bikol.

There are no other forms for the maki- series which place the focus of attention on the receiver of the action. There is only the command form.

If you want to say 'I had him read the book' or 'I had him study Bikol' then you use the causative. You don't say 'I had him please read the book'.

<u>Pinabása ko siyá nin libró.</u>	or I had him read a book.
<u>Ipinabása ko saíya an libró.</u>	

<u>Pinaádal ko siyá nin Bíkol.</u>	or I had him study Bikol.
<u>Pinaadálan ko saíya an Bíkol.</u>	

In like manner, if you want to say 'who had him read the book' or 'who had him study Bikol', you again use the causative.

Sí'isay an nagpabása saíya nin libró?

Sí'isay an nagpaádal saíya nin Bíkol?

BIKOL GRAMMAR NOTES

Tenses with maki-

bása Makibása ka saindá.
Ask to read with them.

Makibása ka nin periódiko saindá.
Ask to read the newspaper with them.

Puede akóng makibása nin periódiko?
May I read the newspaper?

hapót Makihapót ka saindá.
Ask if you can ask them.

Makihapót ka kaiyán saindá.
Ask if you can ask them about that.

Puede akóng makihapót?
May I ask a question?

adal Makiadal ka saindá.
Ask if you can study with them.

Makiadal ka nin Bíkol saindá.
Ask if you can study Bikol with them.

Puede akóng makiadal saindó?
May I study with you?

agi Makiági po?
Please may I pass?

lúnad Puede akóng makilúnad saindó.
May I get a lift with you?

amígo Makiamígo ka saíya.
Befriend him.

Future

bása Makikibása akó saindá.
I will ask if I can read with them.

hapót Makikihapót akó saindá.

Part III ADDITIONAL AFFIX SERIES

I will ask if I can ask them.

ádal Makikiádal akó ka Boy.
I will ask if I can study with Boy's group.

lúnad Makikilúnad akó ki Tótoy.
I will see if I can get a lift with Totoy.

amígo Makikiamígo akó ki Daísy.
I'm going to become friends with Daisy.

Past

bása Nakibása akó saindá.
hapót Nakihapót akó saindá.
ádal Nakiádal akó ka Boy.
lúnad Nakilúnad akó ki Tótoy.
amígo Nakiamígo akó ki Daísy.

Progressive

bása Nakikibása
hapót Nakikihapót
ádal Nakikiádal
lúnad Nakikilúnad
amígo Nakikiamígo

Maki- with the Locative -an

For the verb bases that we have described above where someone has asked to do something with the permission of another group, we can place the focus of attention on the group from whom permission was requested by the use of the locative paki- + -an. When this is done, then paki- will be conjugated in the following way, using the base basá.

Infinitive/Command

pakibasáhan

Future

pakikibasáhan

BIKOL GRAMMAR NOTES

Past

pinakibasáhan

Progressive

pinakikibasáhan

Examples:

bása Sí'isay an pinakibasáhan mo?
Whom did you ask to read with?

Nakibása akó ka Boy.
I asked to read with Boy's group.

hapót Sí'isay an pinakihapotán mo?
Whom did you ask if you could ask?

Nakihapót akó ki Flo.
I asked Flo if I could ask.

ádal Sí'isay an pinakiadalan mo?
Whom did you ask to study with?

Nakiádal akó ka Tony.
I asked if I could study with Tony's group.

lúnad Sí'isay an pinakilunádan mo?
Whom did you get a lift with?

Nakilúnad akó ki Tótoy.
I got a lift with Totoy.

amígo Sí'isay an pinakamigóhan mo?
Whom did you befriend?

Nakiamígo akó sa maéstro mo.
I befriended your teacher.

The Causative with sábi

For the verbs that take the prefix maki- (the actor focus form) we can use sábi to indicate causative relationships.

Part III ADDITIONAL AFFIX SERIES

bása Sinabíhan akóng makibása saindó.
I was asked to see if I can study with you.

lúnad Sinabíhan akóng makilúnad saindá.
I was asked to see if I could get a lift with them.

ádal Sinabíhan akóng makiádal ka Boy.
I was asked to see if I could study with Boy's group.

Maki- Alternate Commands

Just as the alternate series of commands discussed in Part II of the notes can apply to our regular series, it can also apply to any series of commands. As a command form it is common with the maki- series.

bása Pakibasáhon mo an libróné iní.
Please read this book.

Pakibasáha an libróng iní.

sábi Ipakisábi mo ki Jim na nagdigdí akó.
Please tell Jim that I came here.

Pakisabíhan ki Jim na nagdigdí akó.

ádal Pakiadálan mo an Bíkol.
Please study Bikol.

Pakiadáli an Bíkol.

Maki- with Ability/Accident Series

Infinitive/Command: maka- + paki-
lúnad makapakilúnad

Future
makapakilúnad

Past
nakapakilúnad Da'í akó nakapakilúnad saíya.
I wasn't able to get a lift with him.

Progressive

BIKOL GRAMMAR NOTES

nakakapakilúnad

Maki- with the Locative and the Ability/Accident Series

Infinitive/Command:
lúnad

ma- + paki- + -an
mapakilunádan

Future
mapakikilunádan

Past
napakilunádan

Progressive
napakikilunádan

Maki- Used as an Adjective to Mean ‘Fond of’

ikós 'cat'

Makiikós si Marílyn.

Marilyn is fond of cats.

hamís 'sweet'

Makihamis an túgang mo.

Your sister is fond of sweets.

PIG- ALTERNANTS FOR PAST AND PROGRESSIVE TENSES

This alternant form may be used in place of the regular past and progressive tense forms of verbs taking -on, i- and -an in the infinitive with no change in meaning.

Past Tense

i- Class: The pig- prefix is added to the infinitive. It is placed after the i- prefix.

<u>itu'ó</u>	'to give'	<u>ipigta'ó</u>
<u>iulí'</u>	'to return'	<u>ipigulí'</u>

-an Class: The prefix pig- is added to the infinitive.

<u>hugásan</u>	'to wash'	<u>pighugásan</u>
<u>ibáhan</u>	'to go with'	<u>pigibáhan</u>
<u>imbitarán</u>	'to invite'	<u>pigimbitarán</u>

-on Class: The pig- prefix is added to the infinitive and the -on suffix is dropped.

<u>apodón</u>	(<u>pigapodon</u>)	<u>pigapód</u>
'to call'		
<u>subli'ón</u>	(<u>pigsubli'on</u>)	<u>pigsublí'</u>
'to borrow'		
<u>gibóhon</u>	(<u>piggibohon</u>)	<u>piggíbo</u>
'to do'		

Progressive Tense

The pig- prefix is added to the infinitive and the first syllable of the base is reduplicated.

i- Class

<u>ita'ó</u>	'to give'	<u>ipigtata'ó</u>
<u>iulí'</u>	'to return'	<u>ipiguulí'</u>

BIKOL GRAMMAR NOTES

-an Class

<u>hugásan</u>	'to wash'	<u>pighuhugásan</u>
<u>ibahán</u>	'to go with'	<u>pigiibahán</u>
<u>imbitarán</u>	'to invite'	<u>pigiimbitarán</u>

-on Class: In addition to the above rules, the suffix -on is dropped.

<u>apodón</u>	(<u>pigaapodon</u>)	<u>pigaapód</u>
'to call'		
<u>subli'ón</u>	(<u>pigsusubli'on</u>)	<u>pigsusublí'</u>
'to borrow'		
<u>gibóhon</u>	(<u>piggigibohon</u>)	<u>piggigíbo</u>
'to do'		

NOMINAL SERIES

PAG- WITH VERBS

In addition to the regular series of affixes which we have described at the beginning of our grammar, there is a parallel series which is made with the addition of the prefix pag-.

The pag- Affixes

Transitive Classes

Infinitive/Command

<u>-on</u> Class: <u>apodón</u>	<u>pagapodón</u>
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<u>i-</u> Class: <u>ita'ó</u>	<u>ipagta'ó</u>
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<u>-an</u> Class: <u>adálan</u>	<u>pagadálan</u>
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Future Tense

<u>-on</u> Class: <u>aapodón</u>	<u>pagaapodón</u>
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<u>i-</u> Class: <u>itata'ó</u>	<u>ipagtata'ó</u>
------------------------------------	-------------------

<u>-an</u> Class: <u>aadálan</u>	<u>pagaadálan</u>
-------------------------------------	-------------------

Past Tense

<u>-on</u> Class: <u>inapód</u>	<u>pinagapód</u>
------------------------------------	------------------

<u>i-</u> Class: <u>itinata'ó</u>	<u>ipinagtata'ó</u>
--------------------------------------	---------------------

<u>-an</u> Class: <u>inadálan</u>	<u>pinagadálan</u>
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Progressive Tense

-on Class:

inaapód

pinagaapód

i- Class:

itinata'ó

ipinagtata'ó

-an Class:

inaadálan

pinagaadálan

Intransitive Class

The verbs taking mag- are not affected by the pag-. The conjugation is the same as the regular verbs which make mag-.

Abbreviated Past and Progressive Tense of the pag- Class

The pag- series is often shortened in the past and progressive tense.

Past Tense

pinagapód

becomes

pigapód

ipinagta'ó

ipigta'ó

pinagadálan

pigadálan

Progressive Tense

pinagaapód

pigaapód

ipinagtata'ó

ipigtata'ó

pinagaadálan

pigaadálan

This is the pig- form which we have previously discussed as an alternate to the regular series. In the future and command/infinite form however, there is no alternate, and the pag- and pag- + R- must be used.

The Uses of the pag- Series

It is hard to delineate the usage of the pag- series in English, for inevitably the translation will be the same as in the regular series. We can say that when pag- is used, the verb that it is affixed to tends to become more complete. It tends to describe the action inherent in the base as more of a noun.

Dipísil hilingón means 'It is hard to see'. This type of phrase, however, is usually expressed with the pag- series so that not only the action of seeing is implied, but the object that is seen is implied as well.

Dipísil paghilingón means that something, usually specifically mentioned in the context of the conversation, is difficult to see.

The pag- series is also used in equational sentences when the object referred to is placed in the phrase preceeding the verb. In this way the action and the object are incorporated into the meaning of the verb.

<u>Hinugásan ko an báso.</u>	I washed the glass.
<u>An báso an pinag-hugásan ko.</u>	A glass is what I washed.

This is one of the finer points of the language. It is perfectly correct to say An báso an hinugásan ko. The extra meaning, though, of an action and object being incorporated into the verb is missing.

Pag- Forms with Other Verbal Affixes

Ability/Accident Series

Infinitive/Command

-on Class: <u>ma- + pag-</u>	
<u>bása</u>	<u>mapagbása</u>

-an Class: <u>ma- + pag- + -an</u>	
<u>adal</u>	<u>mapagadalan</u>

i- Class Accident: <u>mag- + pag-</u>	
<u>húlog</u>	<u>mapahúlog</u>

i- Class Ability: <u>ika- + pag-</u>	
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BIKOL GRAMMAR NOTES

salbár

ikapagsalbár

Future

mapagbabása

mapagaadalan

mapaghuhúlog

ikakapagsalbár

Past

napagbása

napagadalan

napaghúlog

ikinapagsalbár

Progressive

napagbabása

napagaadalan

napaghuhúlog

ikinakapagsalbár

Tenses Taking mag-: maka- + pag-

Infinitive/Command

bása

makapagbása

ádal

makapagádal

salbár

makapagsalbár

Future

makakapagbása

makakapagádal

makakapagsalbár

Past

Part III ADDITIONAL AFFIX SERIES

nakapagbása

nakapagádal

nakapagsalbár

Progressive

nakakapagbása

nakakapagádal

nakakapagsalbár

Pag- With the Causative

Infinitive/Command

Focus on the one asked to do something: pag- + pa- + -on

bása

pagpabasáhon

Focus on the object of the caused action.

-on and i- Class: i- + pag- + pa-

bása

ipagpabása

ulí'

ipagpaulí'

-an Class: pag- + pa- + -an

ádal

pagpaadálan

Future

pagpapabasáhon

ipagpapabása

ipagpapaulí'

pagpapaadálan

Past

pigpabása

pinagpabása

ipigpabása

ipinagpabása

ipigpaulí'

ipinagpaulí'

pigpaadálan

pinagpaadálan

BIKOL GRAMMAR NOTES

Progressive

pigpapabása
ipigpapabása
ipigpapaulí'
pigpapaadálan

pinagpapabása
ipinagpapabása
ipinagpapaulí'
pinagpapaadálan

Tenses Taking mag-: mag- + pa-

These conjugate like the regular causative series with mag- + pa-.

Pag- with the Causative and the Accident/Ability Series

Infinitive/Command

Focus of attention is on the one asked to do something: ma- + pag- + pa-.

bása

mapagpabása

Focus on object of caused action.

-on and i- Class Accident: ma- + pag- + pa-

halnás

mapagpahalnás

-on and i- Class Ability; ika- + pag- + pa-

bása

ikapagpabása

-an Class: ma- + pag- + pa- + -an

ádal

mapagpaadálan

Future

mapagpapabása
mapagpapahalnás
ikakapagpabása
mapagpapaadálan

Past

napagpabása
napagpahalnás
ikinapagpabása
ikinapagpabása
napagpaadalan

Progressive

napagpapabása
napagpapahalnás
ikinakapagpabása
napagpapaadalan

Tenses Taking mag-: maka- + pag- + pa-

Infinitive/Command

makapagpabása
makapagpaulí'
makapagpaádal
makapagpamaníla'

Future

makakapagpabása
makakapagpaulí'
makakapagpaádal
makakapagpamaníla'

Past

nakapagpabása
nakapagpaulí'
nakapagpaádal
nakapagpamaníla'

Progressive

nakakapagpabása
nakakapagpaulí'
nakakapagpaádal
nakakapagpamaníla'

BIKOL GRAMMAR NOTES

Pag- with the maki- Series

Infinitive/Command

-on Class: paki- + pag- + -on
bása pakipagbasáhon

i- Class: i- + paki- + pag-
abót ipakipagabót

-an Class: paki- + pag- + -an
ádal pakipagaadálan

Tenses with maki-: maki- + pag-

Infinitive/Command

makipagbása
makipaghapót
makipagádal
makipaglúnad
makipagamígo

Future

makikipagbása
makikipaghapót
makikipagádal
makikipaglúnad
makikipagamígo

Past

nakipagbása
nakipaghapót
nakipagádal
nakipaglúnad
nakipagamígo

Progressive

nakikipagbása
nakikipaghapót
nakikipagádal

Part III ADDITIONAL AFFIX SERIES

nakikipaglúnad
nakikipagamígo

The Locative paki- + -an: paki- + pag- + -an

Infinitive/Command

bása pakipagbasáhan

Future

pakikipagbasáhan

Past

pinakipagbasáhan

Progressive

pinakikipagbasáhan

Pag- with the maki- and the Ability/Accident Series

Tenses Taking mag-: maka- + paki- + pag-

Infinitive/Command

bása makapakipagbása
hapót makapakipaghapót

ádal makapakipagádal
amígo makapakipagamígo

Future

makakapakipagbása
makakapakipaghapót
makakapakipagádal
makakapakipagamígo

Past

nakapakipagbása
nakapakipaghapót

BIKOL GRAMMAR NOTES

nakapakipagádal
nakapakipagamígo

Progressive

nakakapakipagbása
nakakapakipaghapót
nakakapakipagádal
nakakapakipagamígo

The Locative -an: ma- + paki- + pag- + -an

Infinitive/Command

basá

mapakipagbasáhan

Future

mapakikipagbasáhan

Past

napakipagbasáhan

Progressive

napakikipagbasáhan

PAG- NOMINALS

Pag- can form nouns from both transitive and intransitive verbs.

To form a noun from a base that will take pag- (which is the majority of the bases in the language) we prefix pag- to the base.

<u>abót</u>	'arrive'	<u>an pagabót niyá</u>	'her arrival'
<u>balík</u>	'return'	<u>an pagbalík mo</u>	'your return'
<u>pulí'</u>	'go home'	<u>an pagpulí' ni</u> <u>Mr. Reyes</u>	'Mr. Reyes' return home'

When the action contained in the base is continuous in meaning, or when the context of the situation suggests that an action naturally occurs more than once, we reduplicate the first syllable of the base before we prefix pag-.

<u>pulí'</u>	'go home'	<u>an pagpupulí'</u> <u>niyá</u>	'his going home (as in commuting)'
<u>súrat</u>	'write'	<u>an pagsusúrat</u> <u>niyá</u>	'his writing (something)'
<u>gíbo</u>	'do, make'	<u>an paggigíbo</u> <u>niyá</u>	'his doing (something)'

The above constructions compare closely with the gerund in English.

When the verb base is basically intransitive, the nominal construction will be commonly used. You will hear pagabót, pagbalík, pagpulí' commonly in speech.

When the base, however, is basically transitive, the nominal construction will be less common. Bikol tends to favor verbal constructions over the nominal ones.

Instead of an pagsusúrat niyá, it will be more common to hear an sinusurat nivá 'what he is writing' even though the meanings may be slightly different.

Instead of an paggigíbo niyá, it will be more common to hear an ginigíbo nivá 'what he is doing'.

The set of pronouns used with nominals is the possessive set. Noun phrases are introduced by the ni class marker.

BIKOL GRAMMAR NOTES

An pagabót { ko
ni Mr. Réyes } My arrival.
Mr. Reyes' arrival.

is the same construction as

An haróng { ko
ni Mr. Réyes } My house
Mr. Reyes' house

Pag- Nominals for the Meaning 'When'

The nominal construction with pag- is used in Bikol to convey the meaning of 'when' in English. It must be remembered, however, that it is the nominal itself which is the focus of attention in the sentence and there can be no other phrase introduced by the *si* class focus marker.

Intransitives

The 'when' phrase may indicate past time or future time. Tense is carried by the verbal part of the sentence.

Pagabót mo, nagáno ka?

When you arrived,

} what did you do?

Upon your arrival

Pagpulí' mo, maáno ka?

When you go home, what will you do?

Pagdigdí ko, nagbása akó nin kómiks.

When I came here, I read comics.

Pagdumán ko, mabakál akó nin gátas.

When I go there, I'll buy milk.

Malúnad ka pagpulí' mo?

Will you ride home?

When a continuous action is described, then the nominal phrase is used in its reduplicated form. The verbal phrase may be in either the progressive or the past tense.

Naglulúnad ka pagdudumán mo?

Do you ride when you go there?

Naglakáw ka pagdidigdí mo?

Did you walk in coming here?

If the actor of the verbal and the nominal phrase is the same then the pronoun (which is in possessive form) may be omitted from the nominal phrase.

Naglakáw akó pagdidigdí.

I walked to get here.

I walked in coming here.

Instead of

Naglakáw akó padidigdí ko.

Transitive

When pag- is used with bases which have only a transitive meaning contained within them, then the base, in addition to the pag- prefix, is also suffixed.

The suffixes used are the same as those used with the alternate command forms.

-on Class: -a

hapót Paghapotá ko, da'í siyá nagsimbág.

When I asked, he didn't answer.

i- Class: -an

bugták Pagbugtakán niyá kan pláto, napasá' itó.

When he put down the plate, it broke.

-an Class: -i

húgas Paghugási ko nin mga pláto, máyo' nang túbig na maínit.

When I washed the dishes there was no more hot water.

BIKOL GRAMMAR NOTES

Pag- Nominals with paki- and the Locative -an

An pakipagamigóhan niyá sa mga táwo, maráy na gibo.

His friendship with the people is a good deed.

An pakipagpirítan niyá sa mga magúrang, mará'ot.

His forcing his parents is bad.

PÁRA- REPEATED ACTION

The affix pára- is used to express repeated action. This is often translated in English as ‘he kept doing something’, ‘he keeps doing something’, ‘he will keep on doing something’, or the command ‘keep doing it’.

Nominal Series: Occupation Forms

Before we go on to the verbal forms, let us look at what we will call occupation forms, which consist of pára- prefixed to the verb base. These refer to a person who keeps doing the action contained in the verb base used.

<u>táhi’</u>	‘sew’	<u>páratáhi’</u>	‘taylor, seamstress’
<u>úma</u>	‘farm’	<u>páraúma</u>	‘farmer’
<u>kánta’</u>	‘sing’	<u>parakánta</u>	‘singer’
<u>lúto’</u>	‘cook’	<u>páralúto’</u>	‘cook’

Verb Forms

Pára- can function as a verb form only when it is combined with the nominal affix pag-. It cannot function as a verb form with just the regular series of verb affixes.

Infinitive/Command

-on Class: Dag- + para- + -on

<u>apód</u>	<u>pagparaapódon</u>
<u>hapót</u>	<u>pagparahapóton</u>

i- Class: i- + pag- + para

<u>apón</u>	<u>ipagparaápon</u>
<u>simbág</u>	<u>ipagparasimbág</u>

-an Class: pag- + para- + -an

<u>tukdó’</u>	<u>pagparatukdó’an</u>
<u>ádal</u>	<u>pagparaadálan</u>

Future

BIKOL GRAMMAR NOTES

-on Class:

apód
hapót

pagpaparaapódon
pagpaparahapóton

i- Class:

apón,
símbag

ipagpaparaápon
ipagpaparasímbag

-an Class:

tukdó'
ádal

pagpaparatukdó'an
pagpaparaadálan

Past

-on Class:

apód pigparaápod
hapót pigparahápot

or pinagparaápod
pinagparahápot

i- Class: ipag-

apón ipigparaápon
simbág ipigparasímbag

or pinagparaápon
pinagparasímbag

-an Class:

tukdó' pigparatukdó'an
ádal pigparaadálan

or pinagparatukdó' an
pinagparaadálan

Progressive

-on Class:

apód pigpaparaápod
hapot pigpaparahápot

or pinagpaparaápod
pinagpaparahápot

i- Class:

apón ipigpaparaápon
simbág ipigpaparasímbag

or ipinagpaparaápon
ipinagpaparasímbag

Part III ADDITIONAL AFFIX SERIES

-an Class:

tukdó' pigpaparaturuk-dó' an or pinagpaparaturuk-dó' an
ádal pigpaparaadalan pinagpaparaadalan

Tenses with Verb Bases Taking mag-: mag- + para-

Infinitive/Command

magparahápot
magparasímbag
magparaturukdo'
magparadígdi

Future

magparahápot
magparasímbag
magparaturúkdo'
magparadígdi

Past

nagparahápot
nagparasímbag
nagparaturúkdo'
nagparadígdi

Progressive

nagparahápot
nagparasímbag
nagparaturúkdo'
nagparadígdi

Pára- with the Ability/Accident Series

Infinitive/Command

-on Class: ma- + pag- + para-

apód mapagparaápod

i- Class: ika- + pag- + para-

BIKOL GRAMMAR NOTES

símbag

ikapagparasímbag

-an Class: ma- + pag- + -an

tukdó'

mapagparatukdó'an

Future

-on Class:

mapagpaparaápod

i- Class:

ikakapagparasímbag

-an Class:

mapagpaparatukdó'an

Past

-on Class:

napagparaápod

i- Class:

ikinapagparasímbag

-an Class:

napagparatukdó'an

Progressive

-on Class:

napagpaparaápod

i-Class:

ikinakapagparasímbag

-an Class:

napagpaparatukdó'an

Tenses With Bases Taking mag-, maka- + pag- + para-

Infinitive/Command

makapagparaápod
makapagparasímbag
makapagparatúkdo'
makapagparadígdi

Future

makakapagparaápod
makakapagparasímbag
makakapagparatúkdo'
makakapagparadígdi

Past

nakapagparaápod
nakapagparasímbag
nakapagparatúkdo'
nakapagparadígdi

Progressive

nakakapagparaápod
nakakapagparasímbag
nakakapagparatúkdo'
nakakapagparadígdi

Para- with the Causative

Infinitive/Command

To focus on the one asked to do something taking
-on: pag- + para- + pa- + -on.

<u>bása</u>	<u>pagparapabasáhon</u>
<u>ulí'</u>	<u>pagparapaulí'on</u>

ádal pagparapaadálon

To focus on the goal of the caused action
-on and i- Class: i- + pag- + para- + pa-

bása ipagparapabása
ulí' ipagparapaúli'

-an Class: pag- + para- + pa- + -an

ádal pagparapaadálan

Future

pagpaparapabasáhon
ipagpaparapaúli'
pagpaparapaadálan

Past

pigparapabása pinagparapabása
ipigparapaúli' ipinagparapaúli'
pigparapaadálan pinagparapaadálan

Progressive

pigpaparapabása pinagpaparapabása
ipigpaparapaúli' pinagpaparapaúli'
pigpaparaadálan pinagpaparaadálan

Tenses Taking mag-: mag- + para- + pa-

Infinitive/Command

magparapabása
magparapaúli'
magparapaádal
magparapamaníla'

Future

magpaparapabása
magpaparapaúli'
magpaparapaádal

Part III ADDITIONAL AFFIX SERIES

magpaparapamaníla'

Past

nagparapabása

nagparapaúli'

nagparapaádal

nagparapamaníla'

Progressive

nagpaparapabása

nagpaparapaúli'

nagpaparapaádal

nagpaparapamaníla'

Para- with the Causative and the Ability/Accident Series

Infinitive/Command

To place the focus of attention on the one asked to do something.

-on Class: ma- + pag- + para- + pa-

mapagparapabása

To focus on the object of the caused action.

-on and i- Class: ika- + pag- + para- + pa-

ikapagparapaúli'

-an Class: ma- + pag- + para- + pa- + -an

mapagparapaadálan

Future

mapagpaparapabása

ikakapagparapaúli'

mapagpaparapaadálan

Past

BIKOL GRAMMAR NOTES

napagparapabása
napagparapaúli'
napagparapaádal

Progressive

napagpaparapabása
napagpaparapaúli'
napagpaparaádal

Tenses Taking mag-: maka- + pag- + para- + pa-

Infinitive/Command

makapagparapabása
makapagparapaúli'
makapagparapaádal
makapagparapamaníla'

Future

makakapagparapabása
makakapagparapaúli'
makakapagparapaádal
makakapagparapamaníla'

Past

nakapagparapabása
nakapagparapaúli'
nakapagparapaádal
nakapagparapamáníla'

Progressive

nakakapagparapabása
nakakapagparapaúli'
nakakapagparapaádal
nakakapagparapamaníla'

Stress Notes

If the verb base has the stress placed on any syllable but the last, there is no change when the prefix para- is added.

<u>lúto'</u>	<u>para</u> <u>lúto'</u>
<u>ádal</u>	<u>mag</u> <u>para</u> <u>ádal</u>
<u>Maníla'</u>	<u>mag</u> <u>para</u> <u>maníla'</u>

If the verb base, however, has the stress placed on the last syllable, the stress will move one syllable to the front of the word when the prefix is added.

<u>tahí'</u>	<u>para</u> <u>táhi'</u>
<u>apód</u>	<u>mag</u> <u>para</u> <u>ápod</u>

When a verbal suffix is added, which will cause the base stress to move one syllable to the end of the word, in combination with the prefix para- the following happens:

If the verb base contains stress on the last syllable then there is no change.

<u>apód</u>	<u>apodón</u>
<u>para</u> <u>ápod</u>	<u>pag</u> <u>para</u> <u>apódon</u>

If the base contains stress on any syllable other than the last syllable in the word, then the stress moves one syllable toward the end of the word.

<u>ádal</u>	<u>adálan</u>
<u>para</u> <u>ádal</u>	<u>pag</u> <u>para</u> <u>adálan</u>

Nominals with paki- + para-

<u>límos</u>	'beg'	<u>para</u> <u>paki</u> <u>límos</u>	'beggar'
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THE LOCATIVE AS A FOCUS OF ATTENTION

For all classes of verbs -on, i- and -an, and mag- the locative focus consists of only one affix: -an.

Whatever the original verb class, once the suffix -an is added to base to indicate location focus, the forms become the same as all other -an class verbs.

In our lessons we have included verbs of the -an class (ibá, húgas, imbitár, etc.) and verbs of other classes that take the -an affix to indicate location (sábi from the -on class, tukdó' from the i- class were among the first drilled). The use of -an for location is almost limitless if semantic and situational contexts can be found for the individual verb.

We can state the following rule: To place the focus of attention on the location of the action we use the locative -an.

If we look in our dictionary, then, for the words sábi and tukdó' we will find the following affixes which place these words into their respective classes:

<u>sábi</u>	<u>mag-</u> , <u>-on</u>
<u>tukdó'</u>	<u>mag-</u> , <u>i-</u>

meaning 'to say something' and 'to teach something'.

To get the meaning of 'to say to' and 'to teach someone' we use the locative and have:

<u>sábi</u>	<u>loc.</u> , <u>-an</u>
<u>tukdó'</u>	<u>loc.</u> , <u>-an</u>

That gives us the following contrast:

Áno an sinábi mo?

What did you say?

Sí'isay an sinabíhan mo?

Whom did you tell?

Áno an itinukdó' mo?

What did you teach?

Sí'isay an tinukdo'án mo?

Whom did you teach? (or 'What did you teach?' if the answer is to be something like second grade)

This contrast is made also with inanimate things as well.

<u>háli'</u>	<u>mag-, -on</u>
<u>bugták</u>	<u>mag-, i-</u>

Áno an hináli' mo sa lamésa?

What did you remove from the table?

Áno an hinalí'an mo nin tinápáy?

What did you remove the bread from?

Áno an ibinugták mo sa bóte?

What did you place in the glass?

Áno an binugtakán mo nin asín?

What did you put the salt into?

The use of these focuses depends upon the speaker and upon the situation, and upon what he wishes to place his attention.

In the first two examples: Áno an hináli' mo? and Áno an ibinugták mo?, the focus of attention is on the thing placed and the thing removed.

In the second two examples: Áno an binugtakán nin asín? and Áno an hinalí'an nin tinápáy?, the focus of attention is on the thing that was used as a container for the salt and the place from which the bread was removed.

Verbs of the -an class are indistinguishable from the locative.

BIKOL GRAMMAR NOTES

hugás

mag-, -an

Áno an hinugásan mo sa labábo?

What did you wash in the sink?

Loc, -an

Áno an hinugásan mo nin mga pláto?

What did you wash the plates in?

The most common way for expressing this question would be with the use of the locative question word sa'ín to avoid confusion.

Sa'ín mo hinugásan an mga pláto?

When the actor form is used, then the locative, which is the focus of attention, reverts back to the locative phrase.

Hinalí'an ko an lámesa

nin tinápay.

Nagháli' akó nin tiná

pay sa lámesa.

} I removed bread from the table.

Binugtakán ko an bóte

nin asín.

Nagbugták akó nin asín

sa bóte.

} I put salt in the bottle.

Locatives with Ability/Accident Series

Just as the locative can be used with the regular series, it can also be used with the other series that are possible in the language.

We will begin first with some simple examples.

háli': loc (ability/accident) ma- + -an

Da'í ko iyán naháli'an nin bubble gum.

I couldn't remove the bubble gum from it.

bugták: loc (ability/accident) ma- + -an
Da'í niyá nabugtakán nin asín an bóte.
He couldn't put salt in the bottle.

In the above, the ability/accident series take on the meaning of ability.

In the examples below, which present more complicated uses of the locative, the meaning may be either ability or accident.

gadán: mag-, -on

With the regular series, this means 'to kill' and we can have:

Ginadán ko siyá.

I killed him.

Áko an naggadán saíya.

I killed him.

When we use the ability/accident form we have the following:

gadán: maka-, ma-

We will use the most common meaning which emphasizes the accident part of the series.

Nagadán siyá.

He died.

Kabáyo an nakagadán saíya.

A horse killed him.

We will now add the locative to this.

gadán: loc ma- + -an

Nagadanán siyá.

She was affected by a death (of someone else) or 'There was a death in her family', or 'She was bereaved'.

Our next example is from the i- class.

húlog: mag-, i-

With the regular series this means 'to knock down/over', 'drop'.

Ihinúlog ko an báso.

I dropped the glass.

Akó an naghúlog kan báso.

I dropped the glass.

When we use the ability/accident form we have the following:

húlog: maka-, ma-

We will use the most common meaning which emphasizes the accident part of the series.

Nahúlog an báso.

The glass fell.

Áko an nakahúlog kaiyán.

I knocked it over.

We will now add the locative to this and take the accident meaning.

húlog: loc ma- + -an

Nahulógan an tukáwan kan káhoy.

The chair got hit by a falling tree.

(The chair was fallen on by a tree.)

Then there are more difficult examples where the meaning is not so easily discernible.

ísip: mag-, -on

With the regular series this means 'to think'.

Iniísip ko iyán.

I'm thinking about it.

Nagiísip akó kaiyán.

I'm thinking about it.

With the ability/accident series we have the following:

ísip: maka-, ma-

We will use the meaning of ability, not accident in this case.

Da'í ko iyán naiísip.

I can't think about it.

Da'í akó nakakaísip kaiyán.

I can't think about it.

We will now use the locative.

ísip: loc ma- + -an

Da'í ko iyán naisípan.

I couldn't

think of
{ solve } it.
get

In this case the result of the thinking is the focus of attention. We have given the example in the past tense because that is its general usage.

The same type of examples apply to words like the following:

<u>intindí</u>	‘understand’
<u>áram</u>	‘know’
<u>máti’</u>	‘feel’
<u>ínot</u>	‘go ahead’

Words like gustó, mu’ót, súya’, etc. also generally take the locative.

gustó: mag-, -on

This regular series will regularly be heard only in command form or the infinitive.

Gustohón mo siyá.

Like him.

or

Iká an bahála maggustó.

It’s up to you to like it.

For ability/accident series we have:

gustó’: maka-, ma-

Nagugustó akó’ kainí.

I like this.

If we were to use the actor form maka- it would have to refer to the cause.

Nakakagustó iní.

This is likeable.

Part III ADDITIONAL AFFIX SERIES

The ability/accident series with the locative gives us the following.

gustó: loc ma- + -an

Nagugustohán ko iní.

I like this.

Locative Nominals with -an

Nominals, usually indicating the place where the action contained in the word base is completed, may be made with the addition of the locative suffix -an.

eskuéla 'student'

eskuelahán 'school'

símba 'go to church'

simbáhan 'church'

síne 'go to the movies'

sinéhan 'movie theater'

tínda 'sell'

tindáhan 'store'

Locative Nominal ka- + -an Meaning 'when'

The ka- + -an locative nominal is usually restricted to parts of the day and appears in the past tense.

banggi Kinabanggihán, nagdumán siyá sa haróng mi.

When evening came she came to our house.

These affixes are also used with hápon 'afternoon' and ága 'morning'.

Abstract Locative Nominals with ka- + -an

The set of affixes which combines ka- and the locative -an is usually applied to bases which are nouns in their own right. When they are affixed, these bases usually indicate a more general or abstract concept of the meaning contained in the base.

umá 'farm'

kaumáhan 'an expanse of farmland'

Bíkol 'Bikol language'

kabikólan 'the Bikol region'

dágat 'ocean, sea'

kadagátan 'the open sea'

BIKOL GRAMMAR NOTES

Adjective Base Nominals with ka- + -an

Ka- + -an may also be used to nominalize bases that function basically as adjectives.

ma- Class:

<u>asgád</u>	<u>maasgád</u>	‘salty’	<u>kaasgádan</u>	‘saltiness’
<u>alsóm</u>	<u>maalsóm</u>	‘sour’	<u>kaalsóman</u>	‘sourness’

ha- Class:

<u>lába’</u>	<u>halába’</u>	‘long’	<u>kalabá’an</u>	‘length’
<u>rárom</u>	<u>harárom</u>	‘deep’	<u>kararóman</u>	‘depth’

ø- Class:

<u>sadít</u>		‘small’	<u>kasadítan</u>	‘smallness’
<u>dakúla’</u>		‘large’	<u>kadakulá- ‘an</u>	‘largeness’

THE INSTRUMENTAL SERIES

For all classes of verbs the instrumental focus consists of only one affix, i-.

Whatever the verb class, once the prefix i- is added to the verb base to indicate instrumental focus, the forms are the same as all other i- class verbs.

There are certain obvious uses of the instrumental, which tend in common speech to be rarely used.

háli'

Áno an hináli' mo?

What did you remove?

With the instrumental prefix we get:

háli' inst. i-

Áno an ihináli' mo nin báso.

What did you use to remove the glass?

húgas

Áno an hinugásan mo?

What did you wash?

With the instrumental:

húgas inst. i-

Áno an ihinúgas mo nin mga pláto?

What did you use to wash the dishes?

With the i- class verbs, the form of the instrumental is indistinguishable from the regular series verb base.

bugták mag-, i-

Áno an ibinugták mo sa lamésa?

What did you put on the table?

With the instrumental:

bugták inst. i-

Áno an ibinugták mo kan mga bóte sa lamésa?

What did you use to put the bottles on the table?

The instrumental is very commonly expressed, not with the prefix i-, but with the word gamit plus the nominal prefix pang- placed on the following verb base.

Áno an ginámit mó pangháli' nin mga báso?

What did you use to remove the glasses with?

Áno an ginámit mo panghúgas nin mga pláto?

What did you use to wash the dishes with?

Áno an ginámit mo pambugták nin mga bóte sa

What did you use to place the glasses on the table?

With the actor form, we also use gamit.

Sí'isay an naggámit kainí pangháli' nin mga báso?

Who used this to remove the glasses with?

Sí'isay an nagámit nin sabón panghúgas nin mga pláto?

Who used soap to wash the dishes with?

Sí'isay an naggámit kan tray pambugták nin mga bóte sa lamésa?

Who used the tray to place the bottles on the table with?

Ambiguous Cases

There are cases where it is not easy to decide exactly what is an instrumental and what is the verb class.

Báyad uses the affix series mag-, -an to mean 'to pay someone' or 'to pay for something'.

Áno an binayádan mo?

What did you pay for?

Sí'isay an binayádan mo?

Whom did you pay?

If we ask the question, however, 'How much did you pay?' we say Gurá'no an ibináyad mo? and the answer will be the payment. There are two ways to look at this. Do we see it as the object, or do we see it as the instrument: 'What did you use for the payment?'.

We have classified these types of verbs in the -an class, and to find the form to answer questions like 'How much did you pay?', etc. we will use the instrumental. But the line between the two meanings is narrow.

Instrumental with the Ability/Accident Series

The conjugation is like the ability ika-.

The instrumental may combine with the ability/ accident series to form meanings like: 'What were you able to use to'. Ika- is the prefix.

-on Class:

Áno an ikinapatós mo kan kárne?

Dáhon nin batág.

What could you use to wrap the meat? A banana leaf.

i- Class:

Áno an ikinadukót mo kan retrátong iní?
An kólang iyán.

What could you use to glue this picture?
That glue.

-an Class:

Áno an ikinaserá mo kan bentána'?
An balá' iní.

What were you able to use to close the window?
This stick.

The Instrumental Series to Show Cause

The instrumental with the accident/ability series may be used to show the cause why something happened.

Tibá'ad matákot ka diyán.
Áno an ikakatákot ko diyán?

An mga másog na áyam.

You might get frightened there.
What will make me frightened there?

The many fierce dogs.

Nagadán si Mr. Ruíz.
Áno an ikinagad án niyá?

Inatáke siyá sa púso'.

Mr. Ruiz died.
What did he die from?

He had a heart attack.

Nalingawán ko an kómple-áño niyá.
Áno an ikinalingaw mo?

Kadákol akóng trábaho káso-udmá'.

I forgot his birthday.
What made you forget?

I had a lot to do yesterday.

Nagigirumdumán ko na an ngáran niyá.
Áno an ikinagirumdóm mo?

An ngáran kan kaibánan mo.

I remember his name now.
What reminded you?

The name of your companion.

THE BENEFACTIVE SERIES

The benefactive series is shown with the prefix i-. In form it is the same as the regular series with i- class verbs.

When the benefactive series is used, however, the focus of attention is placed on the person for whom something is done. The benefactive as a focus can only place the focus of attention on the indirect receiver of the action.

The conjugation is like all verbs of the i- class using the i- prefix.

-on Class:

bakál Puédeng ibakál mo akó nin tamóng?
Could you please buy me a blanket?

apód Iapód mo tábi ako nin táxi?
Could you please call a taxi for me?

If we were dealing with the regular series of verbs of the -on class, then our focus of attention would be on the object bought or sold, and the person for whom such an action was done would be expressed as part of the locative phrase introduced by para-.

bakál Puédeng bakalón mo an tamóng pára sakó'?
Could you please buy a blanket for me?

apód Apodón mo tábi an táxi pára sakó'.
Please call me a taxi.

(The variation possible in translating into English is inherent in the English, not in Bikol, when the focus is changed).

When we refer to the actor, then we use the mag- series which is the actor form of the -on class verbs.

Magbakal ka nin tamóng para sakó'.

Magapód ka nin táxi pára sakó'.

i- Class:

hílig Puédeng ihílig mo akó nin sílya?
Could you bring a chair downstairs for me?

handá' Ipighandá' ko siyá nin banána splít.
I prepared a banana split for him.

If we were dealing with the regular series of the verbs of the i- class then the focus of attention would be on the object either 'brought downstairs' or 'prepared'.

hílig Puédeng ihílig mo an sílya pára sakó'?

handá Ipighandá' ko an banána splít pára saíya.

The prefix which places the focus of attention on the actor is the actor affix of the i- class verbs:

mag-.

Maghílig ka nin sílya pára sakó'.

Naghanda' ako nin banána splít pára saíya.

-an Class:

labá Puédeng ilabá mo akó nin ténis ko?
Could you wash my sneakers for me?

húgas Ihinúgas ko siyá nin mga maatí' na pláto
I washed the dirty plates for her.

With the regular series of -an class verbs, the focus of attention is on the thing washed.

labá Puédeng labahán mo an ténis ko pára sakó'.

húgas Hinugásan ko an mga maatí' na pláto pára saíya.

The prefix mag- which places the focus of attention on the one doing the action or the actor is the companion affix of the -an class verbs.

Maglabá ka nin ténis ko pára sakó'.

Maghúgas ka nin mga maatí' na pláto pára sakó'.

BIKOL GRAMMAR NOTES

Benefactive with the Ability/Accident Series

To show ability, we use the same affix as would be taken by the regular series of i- class verbs, ika-,

-on Class:

bakál Ikinabakál ko siyá nin tamóng.
I was able to buy her a blanket.

i- Class:

hílig Ikinahílig ko siyá nin sílya.
I could bring a chair downstairs for her.

-an Class:

labá Ikinalabá ko siyá nin ténis niyá.
I was able to wash his sneakers for him.

The Benefactive Causative with sábi

The usual way for the causative meaning to be carried when the benefactive prefix is used is with the word sábi 'to say/tell'.

bakál Sinabíhan akóng ibakál ko siyá nin tamóng.
I was told to buy him a blanket.

hílig Sabíhan mo siyá na ihílig niyá akó nin sílya.
Tell her to bring a chair down for me.

labá Sinabíhan mo akó na ilabá taká nin ténis mo?
Did you tell me to wash your sneakers for you?

The Benefactive Causative with pa-

The benefactive causative, however, may be shown with the causative prefix pa-.

i- + pa-

templá Ipinatemplá ko siyá nin adóbo.
I had the adobo seasoned for her.

Part III ADDITIONAL AFFIX SERIES

tahí' Ipinapatahí' ko siyá nin pólo.
I'm having a sport shirt made for him.

labá Ipapalabá ko si Bóy nin bádo'.
I will have the clothes laundered for Boy.

The Benefactive with Repeated Action i- + pag- + para-

bakál Ipigparabakál niyá akó nin cándy.
He kept buying candy for me.

tanóm Ipigparatanóm ko siyá nin daísies.
I keep planting daisies for her.

báyad Kon da'í ka magtrabáho, ipagpapara báyad ka niyá.
If you don't work, he will keep paying for you.

COMPANION FORMS

The Prefix ka-

The prefix ka- when added to the verb base indicates a person who is related to the speaker through the action described in the verb base.

<u>lában</u>	'fight'	<u>kalában</u>	'enemy'
<u>íwal</u>	'argue'	<u>kaíwal</u>	'person argued with'
<u>úlay</u>	'converse'	<u>kaúlay</u>	'person being talked to'
<u>tábang</u>	'help'	<u>katábang</u>	'helper'
<u>káwat</u>	'play'	<u>kakáwat</u>	'playmate'
<u>báyle</u>	'dance'	<u>kabáyle</u>	'dancing partner'
<u>lúnad</u>	'ride'	<u>kalúnad</u>	'person you ride with/next to'
<u>ibá</u>	'go with'	<u>kaibá(nan)</u>	'companion'

The potential for this affix is almost unlimited. It can be used with almost all verb bases that show some type of social action that involves more than one person.

Verbalized Forms with ma- + ka-

Each of the above companion forms may be verbalized with the addition of the prefix ma-. When this is done the focus of attention is always on the person that is related to the speaker through the action described in the base.

Conjugation

Infinitive/Command

lúnad makalúnad

Future

lúnad makakalúnad

Past

lúnad nakalúnad

Progressive

Part III ADDITIONAL AFFIX SERIES

<u>lúnad</u>	<u>nakakalúnad</u>
<u>kalában</u>	<u>Nakalában ko siyá.</u> I had a fight with him.
<u>kaúlay</u>	<u>Nakakaúlay ko si Boy.</u> I'm talking with Boy.
<u>kabáyle</u>	<u>Tibá'ad makabáyle mo si Flo.</u> You might be able to dance with Flo.
<u>katábang</u>	<u>Da'í ko siyá nakatábang.</u> I didn't help her.

Verbalized Forms with ka- + -on

There is a small group of words which, in addition to being verbalized with the prefixes ma- + ka-, may also be verbalized with the affixes ka- + -on and still show the relationship of the speaker to the person being described through the action in the verb base.

Conjugation

Infinitive/Command

úlay kauláyon

Future

úlay kakauláyon

Past

úlay kinaúlay

Progressive

úlay kinakaúlay

úlay Kakauláyon ko siyá sa ága.
I'll talk to him tomorrow.

iwál Kinakaíwal ko siyá.

I'm arguing with him.

lúnad Kinalúnad ko siyá sa trén.
I rode with him on the train.

MAGKA-

Verbs, when they take the affix combination mag- + ka-, take on the meaning of 'ended up'. This series most often describes a state that something is in at the time that the speaker is talking about it. The usual form is in the past tense, but the potential for the use of the other tenses exists, even though in actuality, few bases will take them. The bases that take mag- + ka-, since they deal with a general state, refer most often to more than one thing and so usually take the plural.

Infinitive/Command

húyon 'agree' magkahurúyon 'to come to
an agreement'

Future

húyon magkakahurúyon

Past

húyon nagkahurúyon

Progressive

húyon nagkakahurúyon

The state that the mag- + ka- affix describes may come about through accidental or deliberate causes, and so the translation 'ended up' may refer to something you wanted to happen, or something that happened that was beyond your control.

The Infinitive

Mag- + ka- is sometimes used, in the infinitive form, to show the relationship two people have to one another.

íwal 'argue' Magkairíwal sinda.

Part III ADDITIONAL AFFIX SERIES

They are enemies.

Past Tense

íwal Nagkairíwal sindá.
They became enemies.
(This is in contrast to Nagiríwal sindá. 'They argued'.)

amígo Nagkaaramígo sindá.
They became friends.

sabáy Nagkasarabáy kamíng magbakasíon.
We went on vacation together.

húyon Nagkahurúyon kamí.
We came to an agreement.

bangá' Nagkabarangá' an pároy sa duwáng kláse.
The rice was divided into two classes.

Mag- + ka- is also used to show plurality in all verbs which take the accident/ability focus.

lapá' Nalapá' an pároy.
The rice rotted.

Nagkaralapá' an mga sákong pároy sa bodéga.
The sacks of rice in the warehouse are all rotten.

suló' Nasuló' an haróng mi.
Our house burned.

Nagkasuló' an Naga City.
Naga City burned down.

salák Nagkasaralák an bádo'ta.
Our clothes got mixed together.

There are some bases which though they do not usually function as verbs do so with mag- + ka-.

<u>igwá</u>	<u>magkaigwá</u>	'to have'
<u>ípo</u>	<u>magkaípo</u>	'to need'

BIKOL GRAMMAR NOTES

pirá Nagkakapiráng aldáw na sindáng nagbakasón.
'few' They vacationed for a few days.

Nagkapirá sindá?
How many did they get?

Nagkapiráng bóte sindá?
How many bottles did they get?

Mag- + ka- with the Locative -an to Show Reciprocal Action

Just as there are verbs that, in order to show reciprocal action, take the locative -an in addition to the mag- affix, there are those with the mag- + ka- which take -an in addition to magka- to show the same reciprocation.

bistó Nagkabiristóhan na kamí.
We already know each other.

sabát Nagkasarabátan kamí sa plása.
We met each other in the plaza.

taplís Tibá'ad magkataraplísan kitá.
We might miss each other (e.g. if you go one way and I go the other).

istória Maráy ngáni ta nagkaistoriáhan sindá.
It's good that they got to talk with one another.

PAGKA- NOMINALS

Pag- + ka- can form nominals from both transitive and intransitive bases.

The meaning of pag- + ka- in English is usually the description of a certain state: 'The being something'. There are certain cases, however, where the best English translation is: 'The way that something happened'.

If we compare nominals formed with pag- and pag- ka- then we get the following.

An pagabót niyá.

His arrival. or His arriving.

An pagkaabót niyá, nakangísi.

The way he arrived was silly.

An pagádal niyá.

His studying.

An pagkaádal niyá.

The way he studied.

There are certain bases, however, which take pag- ka- to form nominals and not pag-. These bases contain within them an action that, when talked of as a noun, describes a certain state of mind, or a certain state of existence.

gútom 'hungry' an 'his hunger', 'his being hungry' or
pagkagútom 'the way that he feels his hunger'
niyá

An pagkagútom niyá, da'í matiti'ósan.

He will not be able to stand his hunger.

páha 'thirsty' an pagkapáha 'his thirst'

Grábi si pagkapáha' ko.

My thirst is unbearable.

milyonário

'millionaire'

an pagkamilionario niya

'his being a millionaire'

Pagka- Nominals to Convey the English Meaning 'after' or 'afterward'

The nominal construction with pagka- is used in Bikol to convey the meaning of 'after' or 'afterward' in English. It must be remembered, however, that it is the nominal itself which is the focus of attention in the sentence and there can be no other phrase introduced by a si class marker.

Intransitives

Pagkasíne mo, magdumán ka sa haróng.

After you go to the movies, come to my house.

Pagkasíne ko, nagpulí' akó túlos.

After I went to the movies, I returned home immediately.

Pagkalihís nin saróng óras, maabót sindá. After an hour, they will come.

Pagkapaskó na, maádal akó. After Christmas, I'll study.

Transitives

When bases which are basically transitive are used in a sentence where their objects do not appear and are not specifically implied, then they take the same form as the intransitive bases.

-on Class:

Pagkalúto' niyá, hinugásan niyá an mga pláto.

After he finished cooking he washed the dishes.

Pagkatápos kan prográma, nagpulí' siyá.

After the program, he went home.

Part III ADDITIONAL AFFIX SERIES

i- Class:

Pagkasúrat ko, nagluwás akó.

After I finished writing, I went out.

-an Class:

Pagkalímpiá ni Boy, nagkakán siyá.

After Boy finished cleaning, he ate.

When, however, the objects of the transitive verbs are included in the sentence, or when they are specifically implied, then in addition to the prefix pagka- the base is suffixed with one of the forms used for the alternate command series.

-on Class: -a

Pagkalutó'a niyá kan adóbo, hinugásan niyá an mga pláto.

After he finished cooking the adobo, he washed the dishes.

i- Class: -an

Pagkasurátan ko sa bláckboard, nagluwás akó.

After I finished writing on the blackboard, I went out.

-an Class: i-

Pagkalímpiahí ni Boy kan kuárto niyá, nagkakán siyá.

After Boy finished cleaning his room, he ate.

Pagka- Nominals with pag- and pára-

Pagka- with pag- and pára- indicate the completion of an action that has kept going on.

Intransitive: mag- class

Pagkapagparadumán nindó, nagsábi kamó na da'í kamo nagdumán.

After you kept going there, you said that you didn't go.

Transitive

BIKOL GRAMMAR NOTES

The transitive classes are suffixed with the forms used with alternate commands.

-on Class: -a

Pagkapagparapiríta mo saíya, sasabíhon mo, nag- dumán siyá sa kagustóhan niyá.

After you keep forcing her, you will say she came because she wanted to.

i- Class: -an

Pagkapagparaapónan niyá kaiyán, hahanápon niyá iyan digdí.

After he keeps throwing that away, he will look for it here.

-an Class: i-

Pagkapagparalímpiahí ko kan salóg, aati'án mo man giráray.

After I keep cleaning the floor, you will make it dirty again.

KA- + R- MEANING 'THE RESULT OF'

-on Class:

báyo Sa kababáyo ko, nagkulóg si takyág ko.
The result of my pounding rice is that my arm hurts.

píli' Sa kapipíli' ko, si ra'ót an naku'á ko.
For all of my choosing, I ended up with a bad one.

i- Class:

kuráhaw Sa kakukuráhaw ko, napá'as akó.
The result of my yelling was that I got hoarse.

-an Class:

límpiá Sa kalilímpia ko, naati'án man giráray an salóg.
For all of my cleaning, the floor got dirty again.

mag- Class:

lakáw Sa kalalakáw ko, nawará' akó sa Legázpi.
The result of my walking was that I got lost in Legazpi.

Stress Notes

After prefixation with ka- + R- stress on the base follows the normal stress rules.

A primary stress will fall on the second syllable preceding the syllable which is stressed in the base.

<u>píli'</u>	<u>kápipíli'</u>
<u>lakáw</u>	<u>kalalakáw</u>

THE REFLEXIVES

There are certain verb bases in Bikol that are inherently reflexive and they take only one affix to show that the speaker is receiving the action described in the verb base without any apparent actor to perpetrate the action.

These bases fall into two classes, those that take the affix -on and those that take the affix -an. Verbs taking these affixes are conjugated like any other verbs of the -on and the -an class.

-on reflexives

ga'nót Ginaga'nót akó.
I'm sweating.

nerbiyós Ninenerbiyós siyá.
He's nervous.

si'pón Sinisi'pón siyá.
He has a cold.

-an reflexives

hugák Hinuhugakán si José.
Jose's feeling lazy.

gatól Ginagatolán an áki' ko.
My child's feeling itchy.

The Reflexives with the Ability/Accident Series

The reflexives may also take the ability/accident series. The uses of this series of affixes usually changes the meaning from 'to have' to 'to contract' or 'to get', although the regular series used in certain contexts may also mean 'to get' or 'to contract'.

Tibá'ad si'ponón ka. You might catch cold.

-on series: ma-
kalámbre Nakakalámbre an bitís ko.
My foot has a cramp.

-an series: ma- + -an
hugák Tibá'ad mahugakán ka.
You might get lazy.

The maka- prefix which is the companion prefix to all transitive verbs in the ability/accident series, may be used to show the cause for the feeling that is experienced. In many cases this prefix is discounted because of the nature of the base word itself.

bayukó 'mumps'. It would not be necessary to say Áno an nakabayukó saímo? 'What gave you the mumps?', since the answer is implied in the disease itself. Once you say you have mumps, it is implied that you contracted it from the germs inherent in the disease.

It is also uncommon to say Sí'isay an nakabayukó saímo? 'Who gave you the mumps?'. You just say Sa'in ka nabayukó? 'Where did you get the mumps?' or Sí'isay an nakaulákit saímo? 'Who contaminated you?'.

Other uses of the maka- prefix are more common.

Nakakakalámre na maglangóy pagkatápos magkakán.

It causes cramps to swim after eating.

Nakakahugák na magtrabáho sa entérong aldéw.

It makes you lazy to work the whole day long.

Adjectives from the Reflexives

The infinitive/command form of the -on and -an class verbs and the reflexive action verbs is often used to describe what a person is like, or some feature about him.

hugák 'to be lazy' hugakán siyá 'he's a lazy bones'

bílbíl 'beri beri' bí'lbilón siyá 'he's got beri-beri'

bayukó 'mumps' bayuko'ón siyá 'he's got the mumps'

butóg 'to boast' butogón 'boastful'

RECIPROCAL ACTION

Reciprocal action may be shown in Bikol in two ways. The first way is by using the regular series intransitive affix mag-, and adding the plural (which with some words may be optional).

Reciprocation shown with mag- plus the plural -rV-.

úlay Nagurúlay kamí.
We talked with one another.

íwal Nagiríwal sindá.
They argued with one another.

káwat Nagkaráwat sindá.
They played together.

The pronouns in these cases must all be plural.

To show an action using these same bases which is not reciprocal, as in 'I spoke to you' or 'I argued with him', instead of 'We spoke to each other' or 'We argued with one another', the verbs usually take the polite, or social prefix maki- or the companion series of prefixes, ma- + ka-. It is also possible for some verbs to take mag- for both the reciprocal and the single action.

The second way in which reciprocal action may be shown is by using the regular series mag- plus the locative suffix -an, mag- + -an. The choice of the prefix mag- or the combination mag- + -an to show reciprocation is determined by the nature of the verb, it is not made by the speaker.

Reciprocation with mag- + -an and, generally, the plural -rV-.

istória Maistoriahán kitá sa ága.
We'll chat with each other tomorrow.

hilíng Mahirilíngan kitá sa atyán.
We'll see each other a little bit later.

kúgos Nagkukurugósan sindá.
They're embracing.

Reciprocation with the Object

Reciprocation may also be shown on the object that is shared by two or more in a single action. This is done with the prefix pag- plus the locative suffix -an.

istória Áno an pinagistoriahán (pieistoriahán) nindá?
What did they talk about?

káwat Áno an pinagkakarawátan nindó?
What are you playing with?

íwal Áno an pinagiiriwálan ta?
What are we arguing about?

If we do not choose to show reciprocation, then we choose an affix from our regular series.

úlay Uláyon mo an Peace Corps.
Talk about the Peace Corps.

istória Iistória mo saíya an bulóng.
Chat with him about medicine.

káwat Kawátan mo an volleyball.
Play volleyball.

Mag- as a Nominal of Reciprocal Action

Mag- may be used to show the relationship that two people have with one another.

<u>amá'</u>	'father'	<u>magamá'</u>	'father and child'
<u>iná'</u>	'mother'	<u>maginá'</u>	'mother and child'
<u>agóm</u>	'husband or wife'	<u>magagóm</u>	'husband and wife'

Mag- often occurs with the plural mag- + -rV-.

amígo 'friend' Magaramígo sindáng maráy.
They're good friends.

HING- SERIES

The hing- series is restricted, with very few exceptions, to bases that when prefixed with hing- convey the meaning of removing something.

In most of the cases the thing that is to be removed is inherent in the meaning carried in the base, and so the object focus is rarely used. What is commonly used, beside the actor focus, is the locative which translates as remove something from someone.

The sound changes that occur when the final -ng of the prefix hing- comes into contact with the first letter of the base are the same as those that occur with the verbal prefix series mang- and pang-. The only additional sound change is: the -ng disappears before bases beginning with l and r.

Infinitive/Command

-on, hing- + -on:

<u>ráhay</u>	<u>hiraháyon</u>	‘to fix’
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i-, ihing-:

<u>kúkú</u>	<u>ihingúkú</u>	‘to clean the nails’
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-an: (we will use an example for the locative)

<u>kúkú</u>	<u>hingúkuhán</u>
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Future

hihiraháyon
ihihingúkú
hihingúkuhán

Past

hiniráhay
ihinigúkú
hiningúkuhán

Progressive

hinihiráhay
ihinihingúkú
hinihingukuhán

Mag- + hing-

The tenses taking mas-

Infinitive/Command

maghiráhay
maghingúkú

Future

maghihiráhay
maghihingúkú

Past

naghiráhay
naghingúkú

Progressive

naghihiráhay
naghihingúkú

NA- INCOMPLETED ACTION

The na- prefix is never modified. It remains only in this one form and always carries the meaning of incompleted action.

The most common usage is with the negative, where the meaning conveyed is that something has not yet been fulfilled, or that something has not yet happened.

The na- may occur with both transitive and intransitive verbs, but it always places the focus of attention on the actor no matter which class it occurs with.

Intransitive

pulí': Da'í pa siyá napulí'.
He hasn't gone home yet.

abót: Da'í pa siyá naabót.
He hasn't arrived yet.

hílig: Da'í pa nahílig si Boy.
Boy hasn't come downstairs yet.

Transitive

gíbo: Da'í pa nagíbo nin homéwork si Tótoy.
Totoy hasn't done the homework yet.

húgas: Da'í pa akó nahúgas nin mga pláto.
I haven't washed the dishes yet.

When the na- is used to express incompleted action, it refers only to the simple statement of fact that something has not yet taken place, or that something has not yet begun. If we wish to imply that something could not be completed, or that something could not take place then we use the actor/ability series.

Intransitives

The maka- series will usually take the past tense and not the progressive tense to show that something could not be done.

dumán Da'í pa akó nakadumán.
I haven't been able to go yet.

síne Da'í pa nakasíne si Tony.
Tony hasn't been able to go to the movies yet.

Transitives

ma-, ika-, ma- + -an

gíbo Da'í ko pa iyan nagigíbo.
I haven't been able to do that yet.

bugták Da'í ko pa ikinakabugták an báso sa lamésa.
I haven't yet been able to put the glass on the table.

húgas Da'í pa hinuhugásan an mga báso ni Bóy.
Boy still hasn't been able to wash the dishes yet.

Magin

Magin, which means basically ‘to become’, is used for the most part with adjectives and nouns. It is not nearly as frequent in Bikol as is its English counterpart.

The Conjugation:

Infinitive/Command

mágin

Future

magígin

Past

nágin

Progressive

nagígin

The tendency in speech is to use the infinitive/ command form of mágin for the infinitive/command, the future, and the progressive; and to use the nágin form for the past.

mágin with nouns:

Gústo niyang mágin núrse.

She wants to become a nurse.

Nagdigdí si nagígin doktor.

The one who’s becoming a doctor came here.

Segúro da’í siyá magígin abogado.

Perhaps he won’t become a lawyer.

Nágin pasahéro siyá sa Máyon Limited.

He was a passenger on the Mayon Limited.

mágin with adjectives:

Nágin buwísit si Élvie.

Elvie became a nuisance.

Magígin importante an gigibóhon niyá kon mágana siyá sa eleksión.

What he does will become important if he wins in the election.

Nagígin limitado an puérta kan U.S.A.

The power of the United States is becoming limited.

A Comparison Between mágin and mag-

There are words among the nouns and adjectives that take mágin which may also take mag-.

If we take the two sentences Nágin núrse siyá 'She became a nurse' and Nagnúrse siyá 'She became a nurse' the difference between the two may be described as follows.

In the first, the implication is that her status as a nurse is transitory, and after becoming a nurse, she will become something else.

The best example of mágin in the past tense is probably Nágin pasahéro siyá, where it is implied that after his status as a passenger, he will have a different status in life. There is nothing permanent implied.

In the second example, Nagnúrse siyá, the implication is that of achievement and permanence. 'She became a nurse' or 'She turned herself into a nurse'.

Mágin is most common in the infinitive/command. It implies only a statement of what might be, without implying status, desire or ability.

Nagdigdí si mga mágin estudiánte mo.

Your future students came here.

Even though the future is implied, it is common to use the infinitive/command form.

Mina-

Mina- carries the meaning of habitual action. It is not inflected for tense. In some instances it overlaps in meaning with the na- prefix which means incompleted action. In fact all of the examples we have presented that commonly take na- may also take mina-.

Da'í pa mináabót an mga bisíta.

The visitors have not arrived yet.

Mina- always places the focus of attention on the actor or the doer of the action.

Mína- may imply a future action that is about to take place.

An mga minásunód na seleksión, pára saímo.

The following selections are for you.

When introduced by the past tense marker kan, mína implies a past habitual action.

Kan minádumán siyá, naguuran.

When she goes there, it rains.

The most common use of mína- is in combination with the word kon meaning 'when' or 'if'. The following examples are common when kon means 'if'.

Kon nagugútom ka, tá'no ta da'í ka minákakán?

If you're hungry, why don't you eat?

Minátrabáho siyáng maráy kon may naghihiling.

She works hard if there is someone looking.

When kon means 'when', the usual translation is 'whenever' or 'when'.

Minaápon siyá nin basúra pagkabanggi.

She throws out the garbage in the evening.

Mas minalínig an bádo' kon kinukulá.

Clothes get cleaner when they're bleached.

Kon minalabá siyá, bakó' malínig.

Whenever she washes, it's not clean.

Kon minadiyán kami, nagkakakán kami sa haróng nindá.

Whenever we go there, we eat at their house.

Kon minatarám siyá, tinutungká' an aúdiencia.

Whenever she talks, the audience is put to sleep.

-umin-

The -umin- infix may be used instead of the past tense form of the mag- affix to indicate past action.

bakál Nagbakál akó nin serbésa.
I bought beer.

Buminakál akó nin serbésa.

hatód Naghatód akó saíya.
I accompanied him.

Huminatód akó saíya.

ibá Nagibá akó ki Mágno.
I went with Magno.

Uminibá akó ki Mágno.

digdí Nagdigdí akó.
I came here.

Duminigdí akó.

The -umin- infix may be heard in speech for the sake of variety. A speaker may choose to use it if he feels he has said too many past tense forms with nag-, particularly if he is using the same base.

Most often, however, it is used in more formal occasions, in speeches and on the radio.

Part III ADDITIONAL AFFIX SERIES

Mag- + -in-, Tig-, and Kag-

mag- + -in-

‘to act like’

The combination of the prefix mag- and the infix -in- with certain bases gives the meaning of ‘to act like’ the object in the base.

Conjugation:

Infinitive/Command

kabálang

magkinabálang ‘to act like a monkey’

Future

magkikinabálang

Past

nagkinabálang

Progressive

nagkikinabálang

tinklín

magtiniklín

‘to act like a bird’

pílyo

magpinílyo

‘to act naughty’

tig-

The tig- prefix usually refers to certain time periods of the year.

ínit

‘hot’

tigínit

‘hot season’

urán

‘rain’

tigúran

‘rainy season’

áni

‘harvest’

tigáni

‘harvest time’

BIKOL GRAMMAR NOTES

kag-

Kag- is used with certain bases to refer to people whose occupation or status is expressed by the verb base.

sadíri 'own, self'

kagsadíri 'owner'

súrat 'write'

kagsúrat 'writer, author'

NUMBERS

Tig- may be used with the regular series of numbers to indicate how many of each thing is possessed.

Tigsáro' kamíng lápís.

We have one pencil each.

Tigdúwa sindáng papél.

They have two sheets of paper each.

When a large number of each thing is specified (usually more than two), then the plural syllable -rV- is infixed into the number base in regular plural position.

Arín an gústo mo?

Which do you want?

Tigturúlo kainí.

Three each of these.

Tig- with Money and manggurá'no

When the prefix tig- is used with amounts of money, then the meaning is 'how much each' something costs.

When this is done the first syllable of the number base is reduplicated.

When asking 'how much each' something costs, we use manggurá'no not gurá'no.

Manggurá'no an aranghíta?

How much are the oranges?

Tigsisíngko.

Five centavos each.

Manggurá'no an biskuit na iní?

How much are these cookies?

Tigdidiés.

Ten centavos each.

Reduplication or Repetition to Indicate that 'Only' a Certain Number is Possessed

To indicate that you have only a certain number of things (usually in answer to a question from someone who expects you to have a lot) we may either repeat the whole number base, or reduplicate the first syllable of the base.

Repetition

Pahagád akó nin saróng papél?

May I borrow a sheet of paper?

Da'i puéde. Saró'-sáro' an papél ko.

I'm afraid not. I have only one sheet. (My paper is only one).

Reduplication

Pirá an nagatendér?

How many attended?

Duduwá lang.

Only two.

Stress Notes

Numbers prefixed with tig- and number bases which are repeated to indicate 'only'.

If the stress on the number base is on the final syllable, it moves one syllable forward when tig- is prefixed to it.

saró'

duwá

tuló

tigsáro'

tigdúwa

tigturúlo

When the number base contains stress on any syllable but the last, then there is no change when tig- is prefixed.

síngko

tigsisíngko

diés

tigdidíes

When number bases are repeated to give the meaning of 'only', and the stress on the base is on the last syllable, then the stress on the repeated part of the base moves one syllable forward.

saró'

saró'-saró'

duwá

duwá-dúwa

The stress is not altered when 'only' is shown by the reduplication of the first syllable of the number base.

duwá

duduwá

Maka- 'to have a certain amount'

Maka- prefixed to the number base indicates the amount of something possessed. The past tense form maka- is most commonly used.

Piráng lápís an yá'on saímo?

How many pencils do you have?

Nakasaró' lang akó.

I have only one.

Piráng autó an yá'on ki Mr. Réyes?

How many cars does Mr. Reyes have?

Nakaduwá siyá.

He has two.

'To divide into a certain number', 'to make it a certain amount'

To indicate the division of something into the number specified in the base, we use the -on suffix. The conjugation is like a verb of the -on class. It is also common to use the pag- series, pag- + -on.

bangá' 'to divide in half'

Kúlang bagá iní.

This is short.

Puède na. Pagbanga'ón mo an saró'.

It's O.K. Divide one in half.

Puédeng pagtulohón iní?

May I divide this in three?

Puéde.

Sure.

Nagáno ka?

What did you do?

Pigapát ko an cake.

I divided the cake in four.

We can also use the same prefixes to indicate the English 'make it a certain amount' like 'make it two' where things might not necessarily be divided, but may be added as well.

When this meaning is desired, it is most common to use the simple -on suffix without the addition of the nominal pag-.

Tulohón mo.

Make it three.

To express the thought of either dividing something into an amount or adding something to it, the verb gíbo is also commonly used.

Gibóhon mo tuló.

Make it three.

Divide it into three.

If the meaning of adding something to make a certain amount is desired it is clearer to use the word dágdág.

Dágdagán mo an saró'.

Add one more.

'One at a time', 'two at a time'

To indicate you want something done by ones, twos, threes, etc., use the -on suffix plus the pag- series, pag- + -on.

Pagsaró'-saró' ón kamó.

Go one at a time.

Pagduwá'duwahón mo an báka.

Have the cows come two at a time.

Numbers as Verb Bases

Numbers may also be treated as verbs in the following context.

Mapiráng aldáw ka dumán?

How many days will you spend there?

Matuló.

Three

Nagpiráng aldáw si Boy sa Nága?

How many days did Boy spend in Naga?

Nagduwáng aldáw.

Two days.

Saró' to Mean 'alone'

Akó sanáng saró' an naglúnad sa trén.

I rode on the train alone. (meaning there was no friend who went with me).

Akó sanáng saró' an yá'on sa haróng.

I live alone in the house.

Saró Meaning 'other'

Iní an gústo mo?

Is this the one you want?

Bakó'. Si saró'.

No. The other one.

Madumán ka sa tindáhan na iyán?

Are you going to that store?

Da'í. Dumán sa saró'.

No. To the other one.

The Ordinals

To indicate the ordinal number series, the prefix ika- is added to the base of all numbers after the number 'one'.

Part III ADDITIONAL AFFIX SERIES

The number 'one' may be indicated by the Spanish loan word priméro or the Bikol ínót.

<u>priméro/ínót</u>	'first'
<u>ikaduwá</u>	'second'
<u>ikatuló</u>	'third'
<u>ikaapát</u>	'fourth'
<u>ikalimá</u>	'fifth'
<u>ikaanóm</u>	'sixth'
<u>ikapitó</u>	'seventh'
<u>ikawaló</u>	'eighth'
<u>ikasiyám</u>	'ninth'
<u>ikasampúlo'</u>	'tenth'
<u>ikaónse</u>	'eleventh'
<u>ikadóse</u>	'twelfth'
<u>ikatrése</u>	'thirteenth'
<u>ikakatórse</u>	'fourteenth'
<u>ikakínse</u>	'fifteenth'
<u>ikadiés y sa'ís</u>	'sixteenth'
<u>ikadiés y siéte</u>	'seventeenth'
<u>ikadiés y ótso</u>	'eighteenth'
<u>ikadiés y nuébe</u>	'nineteenth'
<u>ikabeínte</u>	'twentieth'
etc.	

Some more complicated uses of the ordinal series follow.

No-arín ka mapulí'?

When are you going home?

Sa mga primérong semana nin Pebréro.

During the first weeks of February.

Nawará' akó sa Legázpi kan ínót akó nagdumán.

I got lost in Legazpi the first time I went.

Ikápiráng béses ka nagdigdí?

How many times did you come here?

Ikáduwá na.

This is the second.

Iní an ikatuló mong paedigdí?

This is the third time you came here?

Da'í. Ikaapát na.

No. This is the fourth now.

